

Tameside

Back to school but 100 miss selection deadline

Philip Venning

100 11-year-olds in Tameside will not be going to school because the authority failed to fulfil its duty to complete selection in time. More than 50 children have started term in temporary schools and are waiting at home.

Although the authority told the Appeal Court in July that there was still time to consider 800 children for 240 grammar school places at the start of term, its legal position has not been invalidated.

The Appeal Court's decision in favour of Tameside was based on a finding that what mattered was whether there was still time on August 11 when Mr Fred Mulley, Education Secretary, intervened under Section 68 of the 1944 Education Act.

More than 50 of the children whose parents have appealed against the selection panel's decision. They started this year at the secondary moderns to which they were allocated. If their appeal is successful they will then be transferred to grammar schools.

Other 46 children should be going within the next few days to schools they have been allocated to. They are all children whose record cards had no information to form a basis for selection.

In some cases this was because primary schools were in the process of transferring records from old

Lancashire and Cheshire cards to new Tameside cards. The panel of 20 volunteer teachers who carried out the selection did not always have the correct records. Throughout last week attempts were being made to track down the missing information so that the panel could complete its work as quickly as possible. Once the 46 children have been selected, they will have the right to appeal, which could mean uncertainty for at least another week.

On Thursday the panel considering the appeals started work under the chairmanship of Mr K. D. Exley, head of Audenshaw Grammar School. He was unwilling to discuss the work of the panel but admitted that it was not normal to have a separate appeals panel. Usually an appeal is referred back to the original selection panel. What is not clear is whether the appeal panel will be basing its judgment on the same record cards or whether it will try to get more information.

As well as the 11-year-olds, there are up to 190 16-year-olds from secondary moderns who are not sure where they will be going. They were due to transfer to the sixth form colleges that have now been kept as grammar schools. But the authority said they would still be able to carry on in full-time education if they wanted to.

All 16-year-olds have now been



As you were. Pupils arrive for the start of the new term at Audenshaw Grammar School, Tameside. The Conservative Council reversed Labour plans to turn it into a comprehensive.

told by letter to apply to their nearest grammar school. The grammar school heads are now interviewing them. Those who want places in subjects that are full are being referred through the education office to other schools.

Mr Charles Twiddle, deputy director of education, said that of 190 16-year-olds due to transfer to sixth form colleges, 157 had been accounted for. Some of the others had almost certainly taken jobs. Though the controversial selection procedure is now drawing to an end, other tricky issues have still to be settled—the main one being teachers' contracts.

The authority has said it will honour the salary increases offered to teachers by the previous Labour council in anticipation of the changeover to comprehensives. But it looks as if this may be illegal under the Government's pay code.

The teachers' unions are watching this very closely," said Mr Fred

Blins, chairman of the teachers' consultative committee. "We could well see militant action at the end of the month if the increases are not paid."

Since representatives of the Joint Four fell out last term with the National Union of Teachers, National Association of Head-teachers and National Association of Schoolmasters, the consultative committee has largely withdrawn from the fight, leaving the unions to continue on their own.

Mr Blins is worried that many schools could be in difficulty because so many routine matters were put on one side last term. "We have an enormous headache over auxiliary staff in all schools in Tameside. This should have been settled by the committee last term."

"We also need to get back to issues like the maintenance of playing fields and the security of school premises. We have forgotten what everyday life is like." The commit-

tee hopes to consider such things at its first meeting of the new year next Wednesday week. "We want to try to put last term behind us and get cracking on the 1976-77 school year."

As a first step to getting back to normal, Mr Blins has high hopes of the conciliation panel, which will be meeting on September 20, considering the teachers' dispute with the authority. If the panel established that the teachers' unions had a right to call a dispute, this would clear one of the remaining obstacles.

The 32 children whose record cards were totally blank when examined by the selection panel, came from a number of schools. It was learnt this week. They were not all pupils of the Flowerly Field Junior School in Hyde as stated in the TES of August 20. The head of Flowerly Field, Mr R. D. Jack, said this week that he had only two cards returned to him asking for further information.

Engineers with chips on their shoulders

of the signs that summer is coming to end, along with the start of the new school year and the gathering of the migratory flocks in the Rhone delta (or wherever they gather), is the annual meeting of the British Association for the Advancement of Science. This year's meeting at Lancaster is this week (see page 4 for reports of the visit of Sir John Baker, FRS, this year's president of the association, and Professor Ross, who presides over the education session).

John, the latest of a distinguished line of engineers to lead the BA, used his presence, like so many of his predecessors, to point out the 'snobbery of English life which automatically elevates pure science above engineering in the hierarchies of prestige and which our academic institutions transmit.

There was a useful note to his address—was convinced of the importance, for national survival, of breaking this down and turning to engineering a far higher proportion of people with outstanding ability. He still confessed to feeling self-conscious about saying it—and not surprisingly, because the engineers who try, like Sir John Smith or Lord Bowden, to buttonhole the neglected wealth-producer in a nation of wealth consumers, have an apparently endless task to dent the complacency of

the arts and social science-dominated elite. What Sir John did was to show how the pure scientists have been, in some ways, even more effective in putting down the engineers than the ignorant humanists. After the Second World War the air was full of good resolutions to apply to the renewal of British industry the lessons learnt in operational research—meaning, in particular, the application of science to the solution of problems. Many pure scientists had turned into temporary technologists to develop new weapons, and in so doing had learnt the challenge and excitement of engineering. But instead of emerging from the experience with a special respect for engineers, they simply came away with an added belief in the versatility of scientists.

There is something deeply disturbing in the engineers' plaint, especially because the school system is so constructed as to perpetuate the attitudes to which Sir John drew attention. The secondary school science course which the engineer needs does not differ from that which the scientist wants. But specialist science teachers are much more likely to transmit to their pupils the ideal of the puzzle-solving research scientist than the problem-solving engineer.

There is, therefore, a double accusation of bias and prejudice against the education system. There is, first, the combination of circumstances which result in pupils being scared off the science subjects in the years

when the curriculum divides around the age of 13 or 14. Dalton's analysis of this (1968) remains on the shelf. The self-regulating mechanisms of the English secondary school curriculum have so far proved quite incapable of grappling with it. There is also the in-built grassfire on those whose secondary school qualifications equip them to choose, to plump for pure science rather than engineering. Here again, the influences are probably built into the system and to all intents and purposes outside the control of the teacher-controlled school curriculum.

So Professor Baker is reduced to preaching to an audience at Lancaster, which contains more of the converted than most audiences, but is still comfortably dominated by non-engineers. This is no criticism of him. It is a criticism of the way the education system is planned and directed (or non-planned and non-directed) in so far as there is nobody whose job it is to brood on these matters and, if convinced of the truth of the engineers' hypothesis, actually initiate the structural changes necessary to do something about it.

No comment

The broadly conceived nature of the early curriculum contrasts with the subject-based, perhaps privileged, and related to society, nature of the 4 and 5 year curriculum—from a school newsletter to parents.

Out to grass

Terms are released for teachers who are made redundant under a new scheme, now being considered by local authorities. page 5

Primary priorities

The HMI's hope to make more positive statements about the primary school curriculum after their current survey, but without going into too many trivial details, says chief inspector Mr Norman Thomas. DoB reports. page 6

Wagner for perfect sceptics

Patrick Carnegy visits the Hay Festival for its cabaret performances. page 17

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school news letter

Birth dearth continues

In every 10 families it is now expected that there will be, on average, 21 children instead of 22. That is the conclusion reached by the statistics on the basis of the latest population figures (see page 5). It means that the birth rate will be just adequate, and no more, to maintain our population at its present level of around 55 million. Assuming that the figures are justified—and the updated census data and intention surveys on which they are based are notoriously unreliable—even fewer children than had been previously thought will be going through primary, then through secondary and finally higher education during the 1980s and 1990s. Universities and polytechnics are already being urged (see page 4) not to take on new commitments unless they are able to specify which existing ones they will relinquish in exchange.

But by far the most serious consequences lie in the field of the supply and training of teachers. The logic is on the face of it, inescapable. First, the recruitment of students to colleges of education is cut back to what is thought to be the politically acceptable minimum, and then beyond. This has already happened this year. The process will probably continue. Thus, the existing pool of teachers is cut back, by early retirement and redundancies. The Government will shortly be spelling out measures along these lines, too (page 3).

All this, however, depends on the assumptions about the drop in the birthrate since 1964 and when or if the trend is reversed. If the downward plunge continues, there is no room for argument: improvement in existing ratios in schools will be maintained with very few, indeed conceivably for a time, with one new teacher every year. The Department of Education and Science works on the basis of four possible projections which, if not literally correct, allow for a relatively little fluctuation. The one they have chosen to base their estimates on is very close to what is needed simply to maintain the present population. Others, as John Maddox shows in his column in this paper a few weeks ago, assume that the birthrate will continue to decline to even more drastic levels with possible consequences for our family structure as well as for schools.

However, such is the ignorance of the subject even by the experts, it is just as likely that the birthrate will continue to fluctuate wildly in a series of dramatic ups and downs. In *The Uncertain Future*, a collection

of papers just published by the Centre for Studies in Social Policy, "a variation of 40 per cent over periods of 25 years in the numbers in the school age group is put forward as a plausible possibility."

All this adds up to a planner's nightmare. The Government is saddled with a responsibility for planning teacher manpower in more detail than any other form of public or private employment, and yet for social planning, the main statistical ingredient is dependent on complex and impenetrable social forces—forces which are not only beyond the Government's power to control, but also beyond their ability to forecast with conviction.

There is nothing new in this. But for many years the effect of the vagaries of the population figures on the underlying demand for teacher employment has been cloaked by a general shortage of teachers. Teacher training policies which produced a net increase of 15,000 to 20,000 teachers a year in the past, teaching force were based on equally uncertain statistics but they were fine so long as the finance was available for a sustained improvement in existing ratios. The planners were relieved of their impossible obligation to get their sums right: the more they overestimated the school population, the quicker the size of classes could come down.

Now that a reduction in the size of classes has ceased to be the first priority of educational policy, everything is different. The demographic enigma becomes a constant source of embarrassment and fretting. What is wrong, however, is not the method of forecasting, but the attempt to base the education of future teachers on detailed manpower plans which can only turn out to be correct by monumental good luck—something the DES is always going to be short of.

Flexibility is all important—

including, as has been suggested many times before, the flexibility which would come from postponing the student's commitment to a teaching career till the end of the second or third year. And if the education service is to borrow one idea from the armed forces (early retirement), it ought seriously to consider another also—the short service commission of five to seven years, with a gratuity at the end of it. If redundancy is rightly rejected as unacceptable, it would only make sense to create a cadre of teaching staff without tenure, whose terms of service could be tailored to need, to create more flexible personnel policies.

Letter to the Editor

Flogging back to 1891

Sir,—An apt comment on your report (August 20) of the introduction of a new, longer, wider and heavier punishment strap into schools in Newcastle upon Tyne, is provided by *Financial Times* for June 18, 1891. The Home Secretary, questioned in the Commons over "alleged illegal punishments" in the Northumberland Village Homes for Girls at Whitley Bay, near Newcastle, said:

"No official inquiry has been held at the Whitley Village Homes, but it having been brought to my knowledge that an instrument called the 'twave' was occasionally used for the enforcement of discipline, I called the attention of the Chairman of the Committee to the fact that no corporal punishment was sanctioned by the rules of the homes, and requested that the use of that instrument might be discontinued."

Home Office records show the original complaint to have been the Bishop of Newcastle.

The flogging had consisted of a low stick with the ends being rounded off and the middle being flattened. One end was held in the hand and the other was used to strike the child's back.

More letters, pages 10, 11

Francis Hanrott, chief officer of the Technician Education Council, replies to criticisms of the Council's policy and plans

A tick for the TEC

The TEC published its preliminary statement of policy in October 1973, a consultative document a month later, and its main policy statement in June 1974. Although the consultative document produced many comments, there was little adverse criticism of the council's policies and plans when they were announced. During the past year or so, however, criticism has appeared in journals and elsewhere. As TEC's policies involve radical changes this was always to be expected, but much of the comment seems to stem

from misconceptions or lack of knowledge. The TEC does not claim that the solution has always been found. Changes made in the light of experience; for example, programmes of study starting this term have given a limited term of approval so that colleges and the TEC's programme committee, make modifications as required.

"The TEC will reduce educational opportunities." This allegation is sometimes based on the assumption that a simple unified structure of awards cannot accommodate both the national certificate student and the City and Guilds student, sometimes on the assumption that courses designed for technicians cannot qualify students for degree courses or lead on to professional qualifications.

It was, of course, partly to meet varied objectives without a complicated structure that the TEC decided to introduce a unit/credit system and it will be quite feasible to cater for different student abilities and goals in a single programme through optional and supplementary units and units at different levels. A programme can contain various combinations of units according to the students' needs, whether they have a practical or theoretical bent and whether they aim to progress further.

The TEC system should, in fact, increase educational opportunity and student mobility by providing for a wide spectrum of abilities and needs, rather than for two "types" of student. The TEC has been aware of the importance of its awards being acceptable to validating bodies in higher education and the professional institutions. It is in close touch with the Standing Conference on University Entrance and the CNA and talks are taking place with the various professional bodies. It would be unrealistic to expect positive statements until they have had an opportunity of considering the relevant TEC programme material.

"The TEC system will lead to lower standards." This criticism frequently seems to arise from a misunderstanding of the TEC's attitude to admission requirements, exams and failure rates. The TEC's position on these has been clearly stated in its policy statement and elsewhere but this has not prevented some astonishing misconceptions from appearing; for example, that there will be no entry requirements, no formal exams, and that every student is expected to get an award.

The actual position need not be restated here except, perhaps, on failure rates, where it is the TEC's view that a student who is qualified to enter a programme designed to meet his own needs and works reasonably hard, has a right to expect an award. Surely a high failure rate is not a reason to reassess employers' standards?

Another source of worry, referred to in the TEC's policy statement, is the TEC's system will not cater for the "national certificate student". A well qualified school leaver will often be able to gain a TEC certificate in two years instead of three and also do further study of some units. For many students, with different learning aspirations, the certificate will be a terminal or "stepping-off" qualification. The TEC's approach means there will be different routes to the same award. There is nothing anomalous in this because the standard of awards should not be judged entirely by academic criteria. Different combinations of knowledge and skills can merit similar recognition.

Because of the part played by individual colleges in designing and running programmes, some critics doubt whether TEC awards will be national in standard and currency. In practice many factors will act to achieve this, including the adoption of TEC standard programmes or units by many colleges, the influence of the programme committees, the development of common studies across programmes and the work of external moderators.

"The existing provision is generally satisfactory and only needs modification and updating." Many courses are no doubt already providing what students and industry require but, equally, many are not. There is scope for improving responsiveness to industrial needs, particularly local needs, for closer links with industrial training, and for making courses more student-centred. The system itself can hardly be defended, rationally because it divides students into two broad categories with too little opportunity for transfer and credit for previous attainment. Large numbers of students are excluded from degree courses on the basis of their technician qualifications.

The TEC will be replacing the schemes of at least 25 national award-making bodies, many of which have links with each other. It is an uneconomic waste of resources to produce many standard award-making bodies, as well as guidance material. This material has been put in response to requests, for the 500 colleges associated with the TEC have little expertise in designing courses or in assessment schemes.

Another important difference that in technician education are numerous award-making bodies, and the TEC during the next five years mainly to replace existing with its own programmes, negotiating with the individual bodies. There are other difficulties due to the fact that the TEC is a chartered body and not a government department. For a number of years the TEC is operating at a loss, and this is clearly from both its internal and external relationships.

"The TEC's organization is bureaucratic." Does this mean being centralized and prescriptive? TEC's policy is to offer colleges as possible in developing their own working arrangements, with hundreds of thousands of courses, then to be detailed procedures and requirements. But, the TEC's rules of educational management have been kept to a minimum. For example, the admission of students and the operation of credit arrangements, the colleges have major responsibilities.

Does it mean a large staff and a vast structure? The number of employed full-time on TEC is fewer than 30 and there are over 30 committees, working panels. This is fewer than in some other education organizations with responsibilities.

The TEC has been in too much of a hurry to introduce its programmes. It is seven years since the Halden Committee proposed far-reaching changes, including the establishment of the TEC and BEC. The first TEC programmes are starting this year, more than three years after the council was set up. About 250 programmes are involved, possibly about a twentieth

Unions will press for a firmer golden handshake

by Stephen Cohen

Redundant teachers will get golden handshakes worth thousands of pounds under terms now being circulated by local authorities.

A lump sum redundancy payment and inflation-proofed pension are part of a deal soon to be concluded between the teacher unions and the Council of Local Education Authorities. Teachers aged 50 or over will benefit from the agreement which will allow authorities to make redundancies or retire teachers in the "interests of the efficiency of the education service."

But the National Union of Teachers said this week it would advise its members not to accept the terms unless they were significantly improved. And the National Association of Schoolmasters' Union of Women Teachers said the terms should be made more generous to induce thousands of teachers to retire early.

The proposals are broadly similar to those concerning other local government employees, but the teachers want to improve them by adding an extra pension entitlement and a lump sum based on up to 10 years' service. CLEA is opposed to this, because of the extra cost, but is leaving it up to individual local authorities to decide whether to grant added years.

The proposals will be in force by the end of the year and will be backdated to April 1976. The agreement says the scheme has not been produced in response to teacher unemployment but may nevertheless be relevant to problems now arising locally.

When a teacher is declared redundant, he or she will get a lump sum based on length of service, the statutory redundancy payment and an extra redundancy payment in certain circumstances. If an agreement has been reached locally on added years there will be an extra lump sum, the weightings of final salary for each extra year agreed.

Pensions would then be paid yearly at the normal rate of one-eighth of salary for each year of service plus another eighth for each year if adding on has been negotiated.

For a head teacher aged 52 on a salary of £8,391 a year and with 30 years' service behind him, the

total lump sum he would get on being made redundant would be £13,205. He would then get an annual pension of £3,147. A teacher at the top of scale one, also aged 52 and with 30 years in the class-room would get £6,381 lump sum and a pension of £1,521.

If the teachers' proposals for adding on are accepted the head would get a handshake of £15,303 and the one teacher would get £7,997 and £1,829 a year. The lump sums are tax free but tax will have to be paid on pensions.

Before any redundancies are agreed, the local authority must provide local unions with written reasons and an explanation of how teachers will be selected. Volunteers will be asked for.

Retiring teachers in the interests of the service will be very expensive for local authorities since they will not be reimbursed from the Government's redundancy fund. Teachers were afraid when the scheme was negotiated that this threat would produce a hunt for less able staff, but CLEA has gone out of its way to reassure them that there is no intention of an efficiency drive being mounted.

However, CLEA thinks a lot of less able teachers will seize the opportunity to retire earlier and there will be an improvement in the quality of teachers. Mr Terry Casey, general secretary of the NAS-UTW, said this week that his union would not agree to any local bargain that did not have an added years clause. "We assume that the full discretion will be used," he said.

Mr Casey also said he wanted to see the regulations changed to allow the retirement of teachers to retire at 60 on full pension. This would make room for younger teachers and would remove the blockage to promotion now being experienced as older teachers cling to their promoted posts.

"We are in favour of efficiency drives," he added. "We are not frightened of that. But it would be too expensive for an authority to get rid of a bad teacher under this scheme." The NUT said it would advise its members not to accept the terms of any deal not made by the union. Local divisions of the union would be starting talks with authorities soon, a spokesman said.

'Agreement to differ' in £50m squabble

by Mark Vaughan

The local authorities, who have reached a deadlock with the Government over the actual cost of teachers' salaries this year, view the latest circular on spending as further proof of a "mismatch" between government policy and finance.

A £50m discrepancy between the Government's figures and the local authorities' figures is the equivalent of more than 12,000 teachers' jobs. The local authorities are convinced that the DES got its sums wrong largely because officials misjudged the cost of salary increments.

The DES based their calculations on the 1976-77 teachers' salary bill on the assumption that increments last week spelled out the Government's attitude towards those authorities who have over-estimated their spending this year. It expects any "excess of income" gained through too high a rate level to be used to balance spending in 1977/78.

The circular, which brings together various pieces of government policy on local authority expenditure for this year and next, also reminds the authorities that they have to find another £50m cuts in capital expenditure between now and April.

Earlier this year, returns to the Department of the Environment showed that local authorities were planning to overspend this year by £350m to £450m, of which education's share was expected to be £135m. This week's circular says that while the Government recognizes the "serious effort" that authorities have made to reduce expenditure over the past few months, the new estimated figure for overspending of £250m is still unacceptable.

Comparison of current expenditure 1976/1977 in the mib support grant. All amounts are in £m adjusted to November 1975 prices.

Education	4,770	4,905	135 (2.8%)	4,840	70 (1.5%)
Libraries, museums and galleries	160	162	2 (1.3%)	160	NIL
Personal social services	806	846	40 (5.0%)	834	12 (1.5%)
Total current expenditure	5,736	5,913	177 (3.1%)	5,834	79 (1.3%)

DES to release grip on FE courses

by David Hencke

Local authorities are to be given new powers to approve a wide range of further education courses under proposals to be put forward by the Department of Education and Science next month.

The circular, to be published in October and provisionally named Circular 7/76, proposes to restrict the authority of Mr Mulley, the Education Secretary, and regional staff inspectors, acting in his name, to approve many part-time advanced level courses in polytechnics and colleges of further education. It also would take away the right of the 10 regional advisory councils for further education, which were established to monitor and process course submissions, to require some courses to be submitted to them.

The new proposals appear to be the first stage of an overhaul of the whole course approval system, particularly if they are considered with the new study group set up by Mr Fowler, Minister of State at the DES, to examine the management of higher education.

Although a covering letter with the circular specifically states that the new proposals will not prejudice the outcome of the study group's conclusions, RACs are already concerned that the proposals will weaken their authority. The courses to be transferred to local authority control include courses approved by the Business Education Council and the Technician Education Council, higher national certificates and a wide range of courses run by the City and Guilds Institute. Other courses to be transferred are now run by professional bodies.

Postgraduate and degree-equivalent courses, the diploma of higher education and the diploma of education of the Council for National Academic Awards are excluded. Teacher training courses run as part-time courses will still have to be submitted to the Education Secretary.

The aims of the new proposals are "to simplify procedures and to confer a greater measure of responsibility for decision making upon local authorities and regional bodies". The National Association of Teachers in Further and Higher Education will discuss the implications of the circular at the weekend.

The DES has also asked for comments from the CNA, TEC, BEC, the Committee of Directors of Polytechnics and the Association of Colleges of Further and Higher Education.—*FRES*.

Aging teenagers find job prospects grim

by Philip Venning

The Government could be gravely embarrassed by new figures which show that unemployment among the young is nearly twice as bad as it has been making out.

The figures, in the latest Department of Employment Gazette, show that there are as many older teenagers as school leavers out of work. In July there were 200,000 school leavers in Great Britain looking for jobs, but another 190,000 young people under 20 were also out of work. This means that the worst prediction of teenage unemployment, approaching 400,000, have come true.

The Government, in its statements and emergency measures, has concentrated on unemployed school leavers, and given the impression that the number of older teenagers without work is less of a problem. Until now it has been impossible to question this—the Department of Employment only publishes a detailed breakdown of unemployment by age group every six months. The new figures show that about 70,000 boys aged 18 and 19, and 52,000 girls, were looking for jobs. This was about the same as in January. In addition 70,000 17-year-olds were jobless.

Some of the older teenagers may not have worked since leaving school, and remain, for statistical purposes, as school leavers. Most will have done the odd job here and there, or perhaps even have started an apprenticeship and then been laid off.

Later this month the Government will be giving details of its next batch of emergency measures—a work experience scheme, expanded training opportunities, and a new version of the special recruitment subsidy. They contain a belated recognition of the number of older teenagers still without jobs—all of the measures will apply to them as well as to school leavers. At most they should help about 60,000 young people.

Department of Employment Gazette, August, 1976. HMSO 90p.

Unions join attack on cuts

Cuts in public spending are high on the agenda for next week's TUC congress in Brighton. The major education trade unions have tabled resolutions attacking the cuts and several industrial unions have also criticized them.

A national campaign to force the Government to implement full nursery education is made by the Association of Cinematograph, Television and Allied Technicians. Day nurseries, nursery classes and child care are essential for women's equality, the motion says.

A single Department of Education, Science and Training is proposed by the National Association of Teachers in Further and Higher Education.

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Longman

Prejudice against engineering—the British disease

Britain's survival depends on putting a stop to a system in which the cleverest are educated away from engineering into pure science, Sir John Baker, this year's president of the British Association for the Advancement of Science, said this week.

Much of the glamour surrounding science belonged instead to engineering, a quite separate activity, Sir John said at the association's 13th annual meeting in Lancaster. Schools had played a part in this misdirection of talent and status.

"The two activities, engineering and science, have little in common except the use of all available knowledge, the scientific method and a secondary school syllabus. This, of course, is where the rub lies. Every child who intends to become an engineer quite properly spends a great part of his sixth form studies on mathematics and natural science subjects. He will be fortunate if any teachers in his science sixth have anything but the remotest contact with engineering."

"The child will spend some of his leisure listening to the radio, watching television or reading the newspaper. The media do give some time and space to engineering achievement, but without exception, whether it is successful space travel or winning oil from the North Sea, it will be described as another 'triumph for science'."

"It would not be surprising if even the brightest child became confused. With all the pressures, conscious and unconscious, to which he will be subjected, the brighter he is the less likely he is to be allowed to keep to his original intention. If it is a girl the odds are even more heavily weighted against engineering."



Sir John Baker

Sir John could not believe that the most able rejected engineering because they were scared of the challenge. It might have something to do with the poor pay of professional engineers, but he thought it had more to do with the glamour that had grown up around the "wonders of science."

For creativity, scientists did not compare with engineers, he added. The language of the engineer had been described as "man's most-God-like faculty" by a previous association president, Sir Alfred Ewing, who like himself had also been

British Association meeting, Lancaster

Report by Bob Doe

head of the engineering department at Cambridge.

"We are the British Association for the Advancement of Science, and we are not for me to push one at the expense of another but since I believe our survival is at stake, it is permissible to correct an impression that pure science is so much more important and satisfying than the 'useful arts' that all our best young people must be guided into it."

"The demands, intellectual and in every other way, of the engineers' work are of a higher order than those facing the scientist. . . . We need to attract a far greater proportion of those with outstanding ability. If we fail in this now we will not survive as an effective people."

Industry and the engineers' professional associations should have done more to put their own house in order, and the individual engineer had, in his smugness, not lifted a finger to raise his own status.

New post-compulsory priorities required

Priorities in post-compulsory education should be given to the 16 to 19-year-old age group, Professor Alec Ross, director of the Lancaster University school of education, said in his presidential address to the education section on Thursday. Those would require the ending of some existing further education schemes.

Because of falling birth rates since 1964, the number of 18-year-olds will start to decline in 1982. Professor Ross expected there would also be a decrease in the percentage who wanted to do a degree.

To meet the challenge of these developments, it will be necessary to set out new priorities, Professor

"We should plan now how to get the best return out of the size of investment in higher education we have now. Each proposal for a new development should be accompanied by a nomination of the existing operation to be terminated to permit diversion of resources to the new venture," Professor Ross said.

Universal higher education was not the logical consequence of universal comprehensive education. What was needed was "a range of educational opportunities varying in their focus, pitched at different levels and distinctive in their organizational patterns". They should not only continue the self-development begun in the years of compulsory schooling, but should also meet the needs of a society which requires a diversity of training wider than any known before.

The 16-year-old should see ahead of him alternative pathways as clearly marked as the leading through A level to degree courses. This meant not only further education but other courses in schools.

"When secondary school rolls start to fall in the 1980s the claims of school teachers to play a full part in 16-18 education are likely to become more insistent."

One of the weaknesses of the system was the lack of attractive sub-degree courses. "It may be that the Technician Education Council and the Business Education Council will in due course provide us with new kinds of sub-degree award we need."

Full conference report next week.

Job for teacher in race row

The black music teacher who was the subject of a race row in a London school has been given a job in a London school.

From next week Mr. B. R. Williams, who was the subject of a race row in a London school, will be given a job in a London school.

Mr. Williams, who is a music teacher, was the subject of a race row in a London school. He was given a job in a London school.

He had held this post for four months and was appointed to it by the London Education Authority. The only other date for the job.

In July the board's South London Area Committee met and concluded that the school had taken place in the race row. The authority and the board of governors asked to sign an undertaking that there would be no further discrimination. However, Mr. Williams, who is a music teacher, was the subject of a race row in a London school.

Mr. Williams, who is a music teacher, was the subject of a race row in a London school. He was given a job in a London school.

L.e.a. protests at brake on building

by Bert Lodge

Salford education authority is protesting to the Education Secretary that its school building allocation for 1977-78 is far too small. Its share of the £126.2m allocated last week among the 102 English education authorities is £410,000.

The allocations are not grants but limits within which building projects may be undertaken in a specified period. Repayment of charges on loans which local authorities will have to raise for the projects will, however, be substantially assisted by central government through the rate support grant.

"I am extremely disappointed," Mr. John Barnes, Salford chief education officer, said this week. "We were hoping for at least twice as much. The population of Salford is shifting from the slum areas in the east of the city to the new areas in the west. There is extreme pressure on places like Worsley, where the population is growing rapidly. We have a situation where the house building programme is accelerating but the school building programme is decelerating."

Another disappointed figure in local authority education is Sir Ashley Bramall, leader of the Inner London Education Authority, whose share is £975,000.

ILEA had wanted to spend £1,450,000 on one project alone—the replacement of Thomas Caltoun School, Peckham, on a single site instead of the five on which it is now scattered.

"One knows about counties like Northants, Hertfordshire and Essex with their expanding rolls," Sir Ashley said, "and one accepts that they should get a bigger share than ourselves. But look at the metropolitan districts—they are all in the North or the Midlands and their rolls are certainly not rising. Such places as Birmingham and Sheffield are inner city areas like ourselves, and we have done very badly compared with them."

Sir Ashley pointed out that the

ILEA allocation worked out at no more than 12.40 worth of building per child. This compared with 16.70 per child in Greater London (£12.50 in the metropolitan districts and £24.50 in the counties). "We shall be unable to make any progress on Waterfield Comprehensive at Thamesmead," Sir Ashley said.

He agreed that the rolls in ILEA primary schools were falling at the rate of 10,000 to 12,000 a year, and the trend was just beginning to be noticeable in the secondary schools. "The rolls will not continue to fall indefinitely, though," he added.

Mr. Neil Scrimshaw, chairman of Birmingham education authority, which has received £1,245m, said some authorities received far less than was necessary, but it would be churlish to criticize the Government when it was trying to make ends meet.

The biggest amount going to a single authority is £5,510,000 for Hampshire. Mr. Peter Merridale, education committee chairman, said it indicated that Hampshire was still a net importer of population.

"The £5.5m is about the same as we got last year but it still only represented a half of what we needed. We reckoned we needed £11m just to meet the basic needs element."

Of the £126.2m authorized, £114.4m is for basic needs—provision for additional primary and secondary places in areas of population growth. A sum of £11m has been set aside to replace old primary and secondary schools, and to improve secondary schools with run-down temporary accommodation. The total includes a small amount for minor works at further education and teacher training colleges.

The department will shortly be inviting bids from L.e.s for 1977-78 nursery education building programme which amounts to £5.1m. Last year's allocation was £11m but many authorities could not afford to take it up.



Thomas Caltoun School: still waiting

Back to the drawing board . . .

Thomas Caltoun comprehensive in Peckham, south-east London, was to be the community school of the future in the late 1960s. It was to have an eight-form entry and open in 1975.

Last week the head, Mr. Ron Pepper, and his staff learnt that the 1977-78 school building allocation for Inner London was so small that there was no such thing as a new school in old buildings on several sites.

Preparations for the Thomas Caltoun school began in 1967. In late 1970 Sir William Houghton, the ILEA education officer at the time, published the architect's brief and the school's plans as a brochure, outlining the best ideas and practices to be seen in London.

The first blow came from Mrs. Margaret Thatcher as Education Secretary in 1971. There would be no major building of secondary schools unless "out of over heads" need could be established, she announced. Priority would go to primary schools.

The school set up a campaign committee. The Bishop of Woolwich, the Rev. David Shepherd, and 16 other London clergymen, appealed to Mrs. Thatcher, a petition was launched and every child in the school sent one letter a day to the DES.

In January, 1972, a sixth site for the school was assigned to cater for the extra numbers resulting from raising the school leaving age. The following month, 200 pupils, parents and teachers, including the head, marched from Hyde Park Corner to the DES, which was then in Curzon Street, to hand in a statement of protest. In March that year a petition signed by 16,000 people went to the House of Commons.

In December Mrs. Thatcher published her White Paper, Education for All, which allowed secondary school improvements—one for each authority—over the years 1975-77. Thomas Caltoun was ILEA's obvious choice, but the original design was dropped through the community school concept was retained.

The project went to the DES in January 1973 with a view to building starting in 1975-77. In May Mr. Anthony Barber, Chancellor of the Exchequer, announced £600m cuts.

ILEA's school building allocation for 1975-76—the year it was originally hoped to move into the new Thomas Caltoun—was only £704,000. But hope rose in September that year when the Education Secretary, Mr. Prentice, announced an extra £31m for school improvement projects. Most of it, however, went to improving old primary schools in areas of special need.

In August last year, ILEA was told it could start no more than £1,025m worth of building in 1976-77. The cost of the Thomas Caltoun replacement alone would have come to more than this.

This year's allocation is a mere £975,000 compared with the £3,940,000 which the authority asked for. The cost of the Thomas Caltoun rebuilding is now put at £15.5m.

The project still remains at the top of the ILEA improvements list but hopes that the project will be started by 1980 are now nowhere near so high.

Raw deal for disabled students criticized

Colleges of education are criticised by the National Union of Students this week for not admitting enough disabled students. Polytechnics are praised while universities and further education colleges get both praise and blame.

These findings come in a report by two of the union's research officers, one of them disabled, and the project was funded by Action Research for the Crippled Child. They found that policy and procedures varied widely from one institution to another, some admitting more than 50 students each between 1972 and 1975, and others none at all.

The report will be used to back up an NUS campaign for application by handicapped people in further and higher education to be treated solely on academic merit. Over the three-year period 43 per cent of colleges of education in the survey took in no disabled students at all.

There is a DES ruling that all applicants to these colleges should be medically passed as fit to teach. Yet the researchers found that 47 per cent of colleges of education admitted between one and four disabled students during the same period, and a further 10 per cent admitted between 10 and 50 disabled students. No fewer than 48 per cent of teacher training colleges said they were entirely unable to accommodate the disabled.

The report criticizes the colleges and the DES for standing firm on their "arbitrary, discriminatory and seemingly unsatisfactory 'fitness to teach' criteria". It then asks: "Fitness to teach, to whom and under what conditions?"

"Until the criteria are interpreted in a more imaginative and open-minded manner, the disabled can only expect to be excluded on the basis of their physical or sensory impairment rather than on the basis of their intellectual achievement or potential."

The report questions the idea that disabled teachers may lack the facilities to control a class. "There

are other, possibly less burdensome, groups in other possibly less physically taxing situations, and the aspiring teacher (disabled or able-bodied) may train to teach the appropriate groups". It suggests: "From 1972 to 1975 nearly 50 per cent of all polytechnics each admitted between 10 and 29 disabled students, while only 6 per cent of universities admitted such numbers. But, the researchers warn, 'the creditable record of some polytechnics should not afford other institutions (particularly universities and colleges of education) the opportunity to regard polytechnics as ideal enclaves for the disabled while they overlook their own responsibility'."

Institutions which admitted over 50 students each during the three-year period were either universities or further education colleges. They provided special facilities for the disabled and consequently attracted them in unusually large numbers. But they amounted to only 4 per cent of the institutions surveyed and the report warns against the development of "ghettos" for the disabled. It may make other institutions complacent, it points out.

Oxford and Cambridge are criticized for not requesting information about disability on their application forms. This applied to 96 per cent of the colleges, but nearly 25 per cent said they would admit a disabled student without interviewing him first.

The report gives these colleges no credit for their apparent policy of not distinguishing between able-bodied and disabled students. "It is positively harmful . . . to proclaim that, by refusing to acknowledge disability the disabled are elevated to a position of equality," it says. "Issues of mobility and communication are not solved by informing the physically disabled or sensory impaired they will not be recorded as such. Institutions should provide the necessary aids and facilities to control a class. There

are other, possibly less burdensome, groups in other possibly less physically taxing situations, and the aspiring teacher (disabled or able-bodied) may train to teach the appropriate groups". It suggests: "From 1972 to 1975 nearly 50 per cent of all polytechnics each admitted between 10 and 29 disabled students, while only 6 per cent of universities admitted such numbers. But, the researchers warn, 'the creditable record of some polytechnics should not afford other institutions (particularly universities and colleges of education) the opportunity to regard polytechnics as ideal enclaves for the disabled while they overlook their own responsibility'."

PERSONAL COLUMN

Maurice Peston

So let's talk it over . . .

while reassuring the customers and those who pay. There is the risk that the reverse could happen, that there would be so many squabbles and so little serious discussion and give and take that the image of education would take yet another disastrous knock. I, for one, would be in favour of taking a chance.

What then should be the main theme? The one, I think, that deserves special attention is the set of circumstances in which education takes place. Consider the following: In a nation where the nation's character is plainly changing—rising crime, sex-and-drug pervasiveness, less discipline in dress, speech and deportment, less respect for hard work, less religion, loosening of the nuclear family, breakdown of a differential class structure, etc., etc.—we must also expect.

How would you complete the quotation? In fact, it is by an economist, Peter Wiles, discussing wage claims and inflation. He ends it with: "We must also expect less restraint at the bargaining table, much also say, 'We must expect less interest in formal education, less concern with academic achievement'."

I tend to take the view that the teacher's job is far harder than it used to be. But, on reflection, I doubt whether it is clearer as all that. Our society is more violent than it used to be and less deferential. The forces favouring illiteracy and ill-discipline, emanating especially from the world of advertising, continue to gain in strength. It is simply that traditional values are not being taken for granted and that everything is being subject to critical scrutiny, but rather that an irrational bloody-mindedness has gained a legitimacy which would have been impossible years ago.

To be getting on with this, the same damaging rubbish is being poured out in the newspapers, and the face of the backs are not noticeably inferior in style and content to their crowd

predecessors. We may deplore circulation of some comic, but they are no longer treated with racism and hatred. Although there is a long way yet, children on average are far better clothed, and housed.

More to the point, those appear to be more alert, interested in and informed of the world, and more concerned for their fellow human beings. The reverse could happen, that there would be so many squabbles and so little serious discussion and give and take that the image of education would take yet another disastrous knock. I, for one, would be in favour of taking a chance.

A national discussion of changes, a recognition of nature and what may be done about them, and dare I say it, on whether we might try slowly and cautiously towards development of a national strategy would be a good. At the very least, the many of the minor issues revealed together with the sources of conflict.

We might also be reminded some of the sources of pressure and the discussion that surrounds them. Thus, in the comprehensive education, the old selective system is recalled. It is two decades since selection at 11-plus was big as shown as irrational, incorrect subject to large margins of error, and class biased.

The weakness of examination procedures has been established for about as long as the best O and A level may be said to be *faute de mieux*, but their own sake. The case for is now closed progression goes back further than the of the teachers who have taught and practised a new emerged a product of the more direct approach.

It is often as a result of own experience and the done to so many of them that they feel obliged to a new approach. They are, as many of the whole, mistaken, as many of the whole, but they deserve more criticism and analysis than is often given to them. It may be true that the response to a new wave of intensification of the face of the is likely to be doubtful ask why.

Where the money goes

GREATER LONDON 7,815	600m	Tyneside 340; South Tyneside 455;
INNER LONDON 975	Sunderland 705; Total: 2,120;	COUNTIES: Avon 1,350; Bedford-
WEST MIDLANDS: Birmingham	shire 2,810; Berkshire 1,560; Bucking-	hamshire 2,965; Cambridgeshire 4,880;
1,245; Coventry 425; Dudley 1,150;	Cheshire 3,180; Cleveland 970; Corn-	wall 1,920; Cumbria 725; Derbyshire
Sandwell 920; Solihull 1,200; Walsall	2,965; Devon 1,840; Dorset 1,720;	Durham 1,040; East Sussex 1,010;
970; Wolverhampton 1,285; Total:	Essex 3,225; Gloucestershire 1,875;	Hampshire 5,510; Herefordshire 1,975;
7,015.	Hampshire 5,510; Herefordshire 1,975;	Hampshire 5,510; Herefordshire 1,975;
MERSEYSIDE: Knowsley 555; Liver-	pool 385; St. Helens 1,595; Sefton	545; Wirral 265; Total: 3,345.
GREATER MANCHESTER: Bolton	975; Manchester 1,975; Oldham	1,120; Rochdale 1,120; Sel-
320; Trafford 350; Wigan 1,390.	7,980.	SOUTH YORKSHIRE: Barnsley 1,325;
DONCASTER 445; Rotherham 1,055;	Sheffield 750; Total: 3,575.	WEST YORKSHIRE: Bradford 975;
Calderdale 440; Kirkstall 1,115; Leeds	980; Wakefield 905; Total: 4,370.	TYNE AND WEAR: Gateshead 990;
Newcastle upon Tyne 230; North	2,090; West Sussex 945; Wiltshire 555.	Total for England, 120,835.

New birthrate slump may push down staff targets

Further cuts in teacher training are probably under consideration in the light of new birthrate projections which show that about 50,000 fewer children than expected are likely to be starting school in the early 1980s.

The figures, from the Office of Population Censuses and Surveys, are used by the Department of Education and Science to plan teacher numbers. They show that the birthrate fell faster last year than predicted. As a result, and because of revised assumptions about long-term trends, the projections have had to be revised downwards.

The official statisticians still expect the birthrate to start rising after next year, but they expect next year's total for Great Britain to be 641,000 births rather than 673,000. In 1980 they expect 699,000 rather than 752,000.

But in spite of the continuing fall in the birthrate, the figures are not as low as had been expected. Some of the OPCS produced four alternative projections—high, central, low and continuing low. Each one depended on assumptions about such things as average family size and the spacing of children.

The new projections fall between the high and central and low projections. It is based on past trends

as well as on extra information including a survey of married women's family plans. This revealed that most married couples did eventually intend to have children. For this reason it was assumed that the birthrate would recover in the long term.

"The general economic climate is such as to suggest that in the short term conditions will be no more favourable to childbearing than in the past year or two, bearing in mind that decisions to be made over the coming half year will determine childbearing in the year 1977," says the OPCS.

In the long term the statisticians expect couples to have slightly smaller families. Data from their views as well as past trends suggested that the two-child family was increasingly popular.

As a result they now expect couples to have an average of 2.1 rather than 2.2 children. The falling birthrate is to be the subject of a special Council of Europe conference to be held in Strasbourg next week. In a preliminary paper, Max Wingen of the German youth ministry says that as families become smaller the education system may come to play a growing part in the upbringing of children.

Olympics

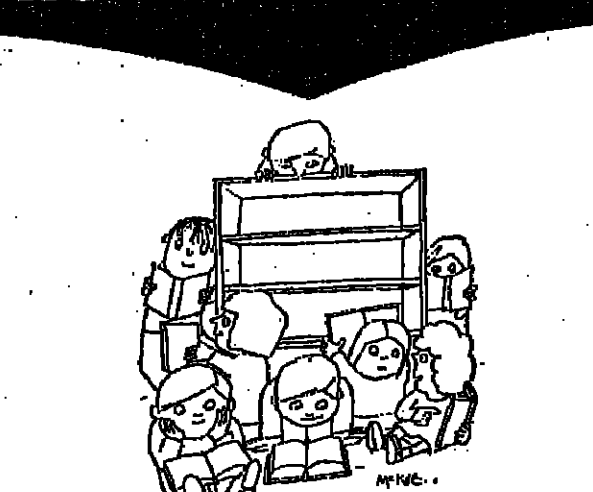
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Bob Doe explains what the DES hopes to get from its investigation into the primary school curriculum

Inspectors burrow gently towards the primary core

The DES survey of primary schooling is expected to result in a clearer line on what the schools should be doing. But it will stop short of actually laying down a primary school curriculum.

In the survey, details of which were described by Mr Norman Thomas at the Plowden conference last week, HMIs have been checking on children's progress for the past 18 months. They are expected to report in a year's time.

After this they can expect to make more explicit statements of what they think should be going on in primary schools. But Mr Thomas, chief inspector for primary schools, said this was not the same thing as a centrally devised, common primary curriculum.

Statements from the Inspectorate on primary education are bound to carry some authority but those who look to the DES for hard and fast standards to hold teachers accountable may be disappointed. This survey, and one on secondary schooling, were started after Miss Sheila Browne took over as head of the Inspectorate in 1974. More than 60 HMIs are involved in the primary survey looking at the work of seven, nine and 11-year-olds in 530 schools.

What they are hoping to find out is whether, in their subjective view, the work these children are doing demands too much or too little of them. As a result of these visits, too, they are expected to make suggestions about a fundamental core of educational aims for all primary schools, regardless of how they are organized. There is a suspicion in the Inspectorate that children are not achieving as much as they could. Mr Thomas said last

week that standards might not have reached a new low, but they could be better.

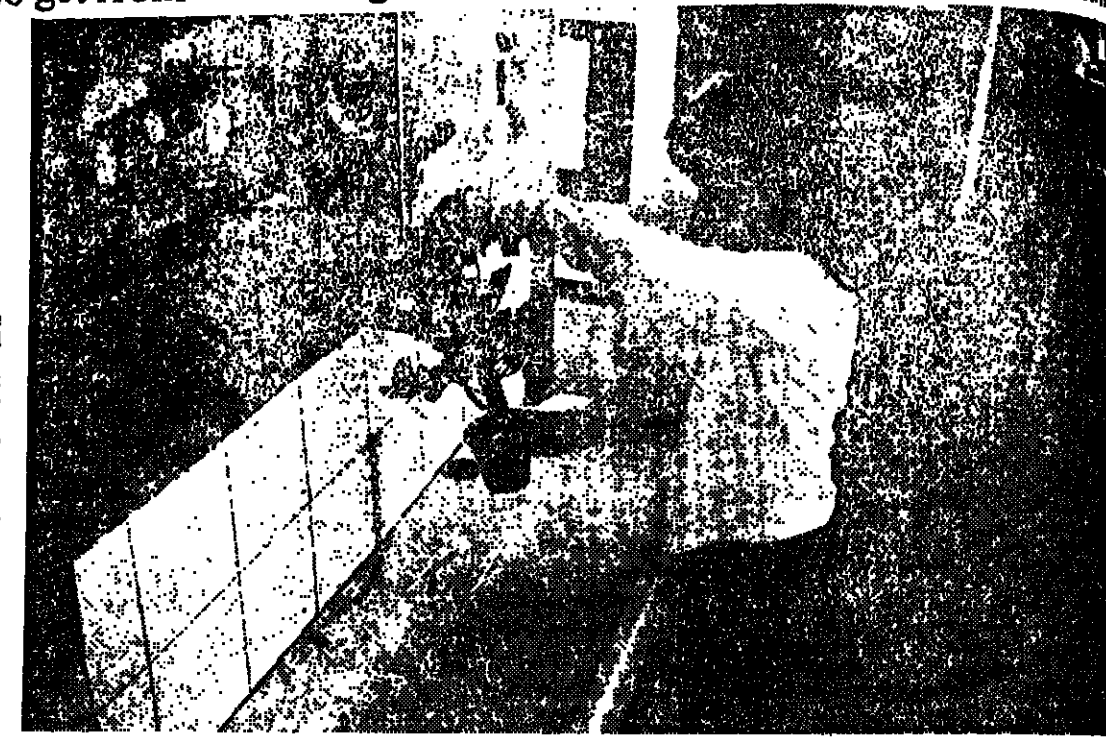
The Inspectorate is, however, not turning automatically to more emphasis on achievement tests related to average national performance like the recent Essex reading survey. Essex had an average reading quotient of 106, which may have done much to reassure the county about its relative performance, but said little about how well children can read on an absolute scale.

The DES survey takes account of the fact that primary schools' performance cannot always be related to the children's ages. While some children arrive ready to start reading and enjoy a stimulating environment, others arrive hardly able even to talk. By using their professional judgment, the HMIs hope to be able to say whether the work done in schools is pitched at the right level for the children concerned, regardless of age.

They are not looking at specific subjects, but at the achievement of general aims, such as language development, literacy, aesthetic, personal and physical development.

They are looking for ease in handling numbers, and familiarity with notions like area and volume. They want to know if children can observe, discriminate and draw conclusions, and if they are taught in ways that enable them to express themselves and to develop independence and adaptability. The National Foundation for Educational Research is carrying out standardized tests of reading and mathematics, what Mr Thomas called, a "parallel" survey.

The HMIs have gone to some trouble to make their subjective



Is primary school work demanding too much or too little?

judgments more systematic, and to make it clear what they are based on. They began with four pairs of inspectors visiting different junior schools and comparing notes on what criteria they used to judge what they saw. This resulted in a report form for inspectors visiting schools. Each pair fills in the report form together.

Inspectors will make judgments in shorthand form for a computer and will also give short accounts of the sort of incidents that shaped their opinions. These will be used as illustrations of their criteria. The returns are expected by next Easter, though it will probably be another year at least before any results are published. Inspectors are expected to start acting on them earlier, however, as results become clear. There is already some suggestion that the schools looked at so far do not

do enough observation of living things.

These surveys seem to have grown directly out of the professional concern in the Inspectorate about what is happening in schools, though the Plowden report in 1967 suggested they carry out such a survey every 10 years. The Assessment of Performance Unit is also looking at ways of measuring performance, and its survey apparently grew more out of public and political concern for more monitoring and control. Though HMIs are involved in the work of the Unit, it is much more the concern of the professional as opposed to the administrative side of the DES.

At present, even the professionals at the department are fighting shy of the idea that they should lay down the curriculum. But the survey seems to be designed, in part at

least, to ensure that they could, and it is likely to result in a more positive movement about the objectives and priorities of primary education.

What worries Mr Thomas, however, is that some people will use them to define the curriculum, what he calls a "trivial fashion" say what books should be read, or what pictures, models made or bits of knowledge used to educate children, regardless of local circumstances.

What lies behind the survey is much more complex. It is a notion that it can be circumscribed by a test standard or a list of things. This attempt at a more rigid definition of curriculum, and more outspoken stance by the Inspectorate, is a big step. The inspectors are wondering if it will fall flat on their faces.

Colleges pioneer new City and Guilds foundation course

Well over 100 colleges and schools in the United Kingdom will be running the City and Guilds new foundation courses this year, though they are not expected to catch on in a big way until 1977.

The courses were formally launched in March this year after two years of trials. They were developed by the City and Guilds of London Institute because a number of schools and colleges had asked it to design vocational schemes for young people still in full-time education.

The idea is that 15 and 16-year-olds still in school or 16-year-olds in a further education college study a package of subjects, part academic and part vocational. The course also includes personal and careers education. There is no set pattern of length to it, but it is normally spread over one or two years. Each student receives a certificate at the end.

So far the CGLI has launched five different courses—community care, construction, engineering, food and science industries. Other courses in commerce and business studies, for example, are being planned.

Most of the courses this year are for colleges. "We were a bit late for the schools," Mr Guy Montford of the Institute said. "They have not really had time to do the development work." Schools that will be doing it—in Blackburn, Banbury, Northamptonshire and Cleveland—took part in the preliminary trials.

The CGLI has been having talks with the Confederation of British Industry which launched its Under-16s scheme this year. The CGLI hopes the CBI's proposed schools liaison officers could help promote the foundation courses in schools.

How to test reading

Many teachers know so little about testing that they have neither the understanding nor the confidence to choose the right reading tests, says a book just published by the National Foundation for Educational Research.

Reading tests in the classroom: a discussion, combining a discussion of the teaching of reading with the principles of educational testing. But it is a serious and unimpaired use of text and

over-reliance in their results. "If interpreted they can be positively harmful," it says.

The book, written by two NFER research officers, warns too against giving parents test results without a great deal of qualification about their meaning. Teachers should exercise "professional discretion" in what they divulge to parents. Reading tests in the classroom by Denis Vincent and Michael Crowell. NFER £4.50.

Management maketh men of schoolboys

Owen Surridge on the games some pupils play

Every year teams from hundreds of educational institutions test their business acumen in computerized games designed to simulate the rough and tumble of life in the market-place.

The toughest and most ambitious compete against teams from companies of international repute in the National Management Game organised annually by the Financial Times in conjunction with Inter-national Computers Ltd and the Institute of Chartered Accountants.

Of the 32 educational entries in the game only seven survived the first round and all but two were eliminated by the quarter-finals. South East Essex Sixth Form College and Bedford College. Since three-quarters of the entire entry—in this case nearly 1,000 teams—are knocked out in the first round, that was no small achievement.

The South East Essex College team was subsequently invited to compete in a subsidiary version of the game called the "plate contest", which carried a prize of £200. This year there were 240 competitors and the college survived the semi-final, beating the Midland Bank and Schrader Computer Services en route.

Its team of five boys was led by Mr John Hearn, their tutor in economics and business studies, who said that interest in the competition had grown from the college's regular entry in the annual schools competition in which its team are persistent semi-finalists.

He has been leading school teams in one or other of these games for four years now, the first two of them with boys from Dover College, where he was then teaching. "So far as I am concerned these games are a permanent part of the curriculum," he told me. "It is not because of the prestige, although that helps me to raise the entry fee, but because the games really are excellent teaching models. They help to back up the pupils' theoretical studies and their most obvious effect is on understanding the im-

portance of decision taking; this has a much broader effect than the competition and overlaps into their personal lives. Participation has also brought them career opportunities, some of them jobs I'd quite like to have had myself."

Mr Hearn said he had experienced little criticism although several of his colleagues—teachers of English literature and sociologists had voiced occasional disapproval of his apparent encouragement of the profit motive. "They don't really understand," he said, "and they soon back down." He chooses interested A level students of 17 or 18 for his teams. The game is too competitive for anyone else, he said.

The games increase the boys' understanding of others. "Working together as a team, each with specific responsibilities, they have to explain their decisions and to persuade when necessary," Mr Hearn added. They have to learn other lessons too as one young man found when he failed to attend a board meeting. He was promptly sacked.

Mr Michael Dixon, inventor of the games, who is the Financial Times education correspondent, is pleased about this. "Education is too often an individual pursuit," he said. "The emphasis on group work here has a broad educational effect that is valuable. I am hoping we shall get a lot more educational establishments competing."

The fact remains, however, that educational participation in the National Management Game has fallen by more than 25 per cent over the past four years. Reluctance

to break into long school holidays may play a part but the steady rise in entrance fees, coupled with the economic situation, cannot have helped. When the game began in 1970 teams had to contribute £15 towards the cost of running it; next year it is £50, including VAT. At the same time the prize rises from £500 to £1,000; competitors for 1977 have until November 12 to register with the administrator of the National Management Game, c/o International Computers Ltd, Victoria House, Southampton Row, London, WC1.

The most successful educational institution so far has been Oriel College, Oxford, which entered a team of economists in 1972 and got through to the final round, when it lost to a team from Essex County Council.

Among the least successful, surprisingly, are the business schools, most of whom disappear in the first round. Oddly, they show no more interest in the causes of their failure than anyone else.

His first game was played in 1970 and he now has six more. More

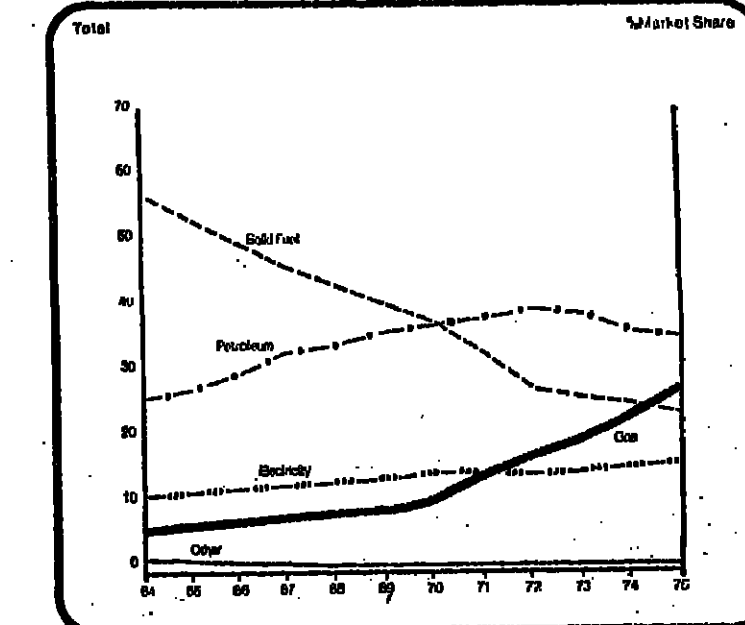
than 10,000 people have taken part in 5,000 teams drawn from insurance companies, newspapers, local government, chambers of commerce, stockbrokers, investment trusts, building societies and banks. A team of financial advisers to Rolls-Royce won once and scored the bulk of its just after their own company folded.

The game is a knockout competition played over five rounds, four of them by post. Each team is designated a company in the consumer durables market. The product is not specified but each firm starts with the same resources which it has to use in production and marketing. Competitors concern themselves with pricing, production and marketing strategy, transport, and tendering for contracts among other things.

Their decisions are fed into a computer, and teams get a financial report of the outcome together with sales and marketing statistics to provide the basis for their next decisions. The winner is the team with the largest profit or, when all are headed for Carey Street, the smallest loss. They can then compete for the international title in inter-European championships, to be held in Dublin on September 18 where the 1976 winners from Rank Xerox, will compete against teams from Ireland, Denmark and West Germany.

"Come on, kid, it's only a game..."

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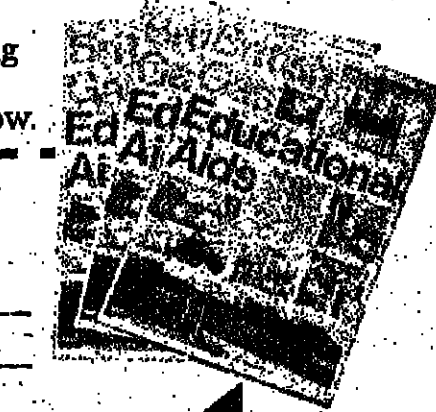
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United States

Rich versus poor:
local paymasters
call unfair tunes

WASHINGTON

While Britain debates whether education should be financed more by local taxes, America is struggling to free its schools from the shackles of neighborhood control.

School finance and local control is one of the most controversial and hotly debated issues in American education today. It has been taken up by civil rights groups, tested in court and tossed about the political arena for nearly a decade. All the arguments used in the Layfield Report have already surfaced in the United States, in a different context. History, geography and tradition have, of course, determined a very different pattern—a pattern that many believe is now out of date and manifestly inequitable.

Education in America is decentralized. It is primarily a responsibility of the 50 States, and the Federal Department of Health, Education and Welfare plays only a coordinating role, stimulating research and administering special educational programmes voted by Congress.

But while the States determine overall policy, actual control of elementary and secondary schools is left to local school boards. There were 16,960 of these at the last count. Each school district has control over how its schools are run, the hiring of teachers and, most important, finance.

American schools are paid for out of local property taxes. Money raised in the neighbourhood pays for neighbourhood schools. The difficulty is that rich districts can afford good schools, and poor districts—where the need is greater—cannot.

This has led to great inequalities: within the county of Los Angeles, for example (which itself has 92 different school districts), Oregon Brothers school district has an assessed value of \$537,761 per pupil, while another, Knox Butte, is restricted to \$16,119.

In both cases the States have been obliged to make substantial changes, and these have triggered off changes in other States which feared they would also be sued if they did not follow suit. Some 15 new have enacted major reforms. California has ruled that school districts with little wealth and low spending would receive 15 per cent more money, and property tax levies must be set at a higher level, thus helping the poorest house-owners. In effect, the State is redistributing wealth from the rich districts.

New Jersey has tried for three years to hold out against the implication of the court ruling that the State should introduce an income tax (it had been the largest State with no direct income tax) to supplement spending on schools in poor districts. But only a few weeks ago the State Supreme Court said that unless the present system was changed, New Jersey would be forbidden to spend any tax money on its schools after July 1. The legislature has had its hand forced.

Other States which have gone a long way towards equalizing school income by guaranteeing a minimum include Florida, New Mexico, Wisconsin and Maine. New Mexico now pays 80 per cent of all school costs—but this is unusual because the State, one of the last to come into being, did not have a proliferation of small school districts, has a small population and substantial mineral wealth. Hawaii, the last State of the Union, pays the whole cost from State funds.

The whole system could be changed by Federal Government equalization. But this would be extraordinarily expensive. And for this reason Congress has made only half-hearted attempts to promote change from the centre.

In 1974 Congress did vote money to reimburse any State making a pilot study of school finance reform. But much of the planning has already been independently done by an active group called the Lawrence Training College and University. Under Law, this committee reported partly by the Ford Foundation, has given great encouragement

to anyone challenging present arrangements in court.

But reform has run into opposition with rich districts challenging the right of States to curb their expenditure on their schools, which in many cases have been built up to become outstanding institutions. More significantly, a number of people have questioned whether finance reform really benefits the pupils. Daniel Moynihan, former United States Ambassador to the United Nations and now a professor at Harvard University, maintains strongly that after a point school expenditure does not have any real influence on school achievement.

He said recently that no variety of the existing system has consistently related to educational outcomes. The only people who would benefit from a change would be the teachers, who account for 6 per cent of the operating costs of maintained schools.

In all the arguments one major factor is the amount of interest local communities, which dominate the school boards, actually take in their schools.

In general, it is small. The main rests with the State Supreme Court of Education, which is able to suggest and administer programmes only when a major controversy bursts on a community—such as "obscene" textbooks, bussing to "religion" in schools—does the school board really use its power.

In all other matters the state education authorities have gradually taken the lead (minimum standard teachers' salaries, teacher certification, curricula and so on). The of returning power to those who pay the money would be out of keeping with the trend. Unlike Britain, America is not considering devolution, but the evolution of less local and less inequitable system.

Under the new agreement signed this summer, the British Council undertook to pay the salary of a British headmaster for the school, the salaries of five local staff, science equipment, £14,000 of books, three scholarships to train Ethiopian teachers and a final grant of £2,333 Ethiopian dollars.

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MICHAEL BINYON
explains the longstanding
row about who pays for
schooling in America

money for school improvements. But bonds account for only 10 per cent of the expenditure on schools; the main argument is over current expenditure.

Many measures have been tried to rectify the inequalities, spurred particularly in recent years by the civil rights movement. One major reform has been the gradual reduction in the number of school districts. In 1960 there were 40,520. This figure has been more than halved, and one-teacher schools, which even in 1960 played a prominent part in primary education, have been largely abolished. Public elementary schools have dropped from 91,853 to 64,948.

The major change, however, has been the assumption by individual States of a larger share of school costs, and the redistribution to poor districts of taxes raised in rich districts: both controversial matters.

These changes have not often come about voluntarily. The main push for reform has come through the courts. Several key cases stand out. A California case which began in 1968 resulted in the State Supreme Court upholding a comprehensive school system. The court said the present system discriminated against children of colour.

California appealed to the United States Supreme Court, but the Supreme Court made the historic decision that the whole area was a responsibility of the states, and the Federal Government was not obliged to intervene (unless racial discrimination was also involved).

In New Jersey there was an equally important decision in 1973 when the parents of children in poor school districts filed a suit and won. The court declared that all children were entitled to an education that was "thorough and efficient". They had not received that under the present financial system, and the system was therefore unconstitutional.

In both cases the States have been obliged to make substantial changes, and these have triggered off changes in other States which feared they would also be sued if they did not follow suit. Some 15 new have enacted major reforms. California has ruled that school districts with little wealth and low spending would receive 15 per cent more money, and property tax levies must be set at a higher level, thus helping the poorest house-owners. In effect, the State is redistributing wealth from the rich districts.

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Big lift for the weightlifters

by Stanley Levenson

Britain's schoolboy weightlifters again excelled themselves in the annual power pentathlon international held in West Germany last month by winning the under-16 team event.

And Paul Pinsent (St Nicholas Grammar School, Northwood, Middlesex) was second in the weightlifting and fourth overall to West Germany's Peter Immesberger. Pinsent, a middleweight, also broke the British schools records with a snatch of 92.5kg, a jerk of 117.5kg and a total of 210kg.

The competition at Altrip, in the Mannheim region, attracted teams from West Germany, France, Poland and Britain. It consisted of the two weightlifting lifts, a standing triple jump, a 40-metre dash and overhead shot-putting.

There were seven in the British team, with the top five counting towards the team award. In fact, they occupied fourth, fifth, sixth, seventh and tenth places which is very good scoring.

The point scorers in addition to Pinsent, were Richard Switek (Gaywood Park School, Derby), Glenn Rutter (West Derby Comprehensive School, Liverpool), Nick Fry (Herod Burna School, Swindon) and Tony Litter (Harper Green School, Bolton).

Paul Damsell, of Cotham Grammar School, Bristol, individual winner of the under-16 event in 1975, was entered for the under-18 competition in Altrip where he came fifth. He was one of the youngest competitors.



Girls score at jumps

by Asif Khan

Three girls from Kingsley School, Leamington Spa, Warwickshire, have won the senior schools show-jumping championship on their first appearance in the competition. They were among teams from 67 schools, including Eton, Harrow and Millfield, which took part in the event at Hickstead. The Kingsley side was only one of five to qualify for the final round in the main international arena.

Each team took part in a preliminary round in an outside arena during the morning and only those with three clear rounds qualified for the final. Arman Valley com-

prehensive, Wales, last year's winners, finished second, with Millfield taking the third place. Jayne Tickle, aged 17, a niece of international show-jumper Ted Edgley, was among the pupils representing Kingsley School, riding Goldform Champagne and Ricenda Lord, also 14, riding The Ace of Spades, were the other team members.

Miss Tickle represents Warwickshire at show jumping, and Miss Mouchau and Miss Lord are both members of the North Warwickshire event team.



Jon Currie: last year's winner

All set for tennis finals

Kate Brasher, member of the famous sporting family, is one of the favourites to win this year's Nestle's tennis tournament which is now in its last phase.

Kate, 14, from St Paul's Girls' School, is in the final of the English section at Queen's Club, London, next week. Last week she was at Wimbledon for the British junior hard court championships.

Challengers include two 15-year-olds, Kate Lloyd (Clifton High School, Bristol), and Ruth Burgess of Talbot Heath School, Bourne-mouth.

The leading English boys are Simon England (Torpoint Comprehensive School), Stuart King (Lordswood School, Birmingham), Russell Boulton (Tupton High School, Derbyshire), and Stephen

Collar (Ilford County School).

Collar's path is blocked by Gerard Wright, of Westcliff High School, which produced last year's winner of the English and international finals, Ian Currie. Ian Currie, 14, was also at Wimbledon last week.

While the English, Scots and Irish have still to produce their representatives for the international final tomorrow week the Welsh settled their section at Park Castle a couple of weeks ago.

The winners were Elinore Lloyd (Olefin Comprehensive School, Swansea), and Richard Routledge (Stanwell Comprehensive School, Penarth) who were last at Wimbledon's hard court championships.

In brief

Girl bricklayer

At least 16 girls applied for apprenticeships in construction this year, according to the Construction Industry Training Board's newspaper. Most wanted to be trained as painters and decorators, but one girl applied to be a bricklayer.

Urban systems

Leeds University Geography Department has been granted £121,684 by the Social Science Research Council for research into "the development and application of the theory of urban systems".

Mobile radio

The Wolfson Foundation has given a £102,000 grant to Professor William Gosling, of Bath University, to further develop his work on mobile radio, one of the most rapidly growing areas of the British economy.

Social workers' guide

The Central Council for Education Training in Social Work has published BSWW Paper 11, Planning Social Care in the Home. The book for Organisations for Home Care is planning staff development pre-

grammes in the statutory and voluntary sectors. It is available from CCETSW Publications Department, Clifton House, Easton Road, London NW1 2SR, price 50p.

Greenhouse gremlin

Biologists at Lancaster University have found that nitric oxide, a gas to be found in commercial greenhouses, is stunting the growth of winter crops. It is produced by paraffin and propane burners.

Design prize

A GEC Schools Design Prize was introduced by the Design Council at a press conference this week. It is intended to encourage creative work in schools and sixth-form colleges. Prizes total £1,250 a year. Details from: The Design Council Press Office, 28 Haymarket, London SW1Y 4SU.

CNAAC courses

The Council for National Academic Awards' latest Directory of First Degree Courses and the first edition of the Directory of Postgraduate Courses are now available free from the council, 34-35A Gray's Inn Road, London WC1X 8BP.

People

Schools

Mr Yetchagaseven Moodley, deputy head of Wexley special school, Battersea, is to be the new head of Meadowgate School, Dersford, Hampshire. Mr Moodley is currently head of ILEA's purpose-built schools.

Mrs Joyce Welch is to be the new head of Allen Edwards infant school, Lambeth. She used to be head of Waverley First School, Newcastle upon Tyne.

Miss C. A. Holmes, deputy head of Kenyon Bar primary school, is to be head of Waverley First School, Newcastle upon Tyne.

Mrs V. Jeffries, head of Great First School, is to be the new head of Wingrove Junior School, Newcastle upon Tyne.

Miss A. E. Proud, deputy head of Denton Road infant school, is to be head of Waverley First School, Newcastle upon Tyne.

Sister Ann Connolly, head of Peter's primary school in Warwickshire, is to be the new head of St Bede's RC primary.

Mrs J. R. H. Robson is to be the new head of Spital Tongues infant school in Newcastle upon Tyne from January next year.

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Never mind the quality

Michael Moritz looks at some of the major editorial and financial problems facing student newspapers

The National Union of Students' new newspaper, *National Student*, has burst upon the nation's campuses with all the force and originality of a wet sponge thrown by an aging clown. The first issue appeared in February, the second in May. The next is scheduled for this month. The NUS eventually hope to publish it monthly.

With a circulation of about 100,000, the paper is distributed to all universities and colleges, yet most students seem to be unaware of it.

From the redstrip banner at the top of the front page to the statutory publication details at the bottom of the back page, it is derivative rather than original.

With scrappy design, ill-conceived articles and patchy distribution, *National Student*, rather than providing a literate and challenging student tabloid, seems merely to illustrate on a macro-scale the problems facing smaller student papers.

Most student publications encounter similar difficulties and suffer from the same restrictive phobias. The role and function of a student journal is, generally, given scant consideration by most undergraduate editors. The struggle to become editor of a student newspaper seems to preclude them from making any serious evaluation of what they want their papers to achieve.

Student journalism provides a wonderful chance for initiative and innovation, but a servile reverence for the facilities enjoyed by major newspapers and a lack of imagination have tended to leave these smaller papers choking within an intellectual and aesthetic straitjacket.

News gathering tends to be weak and subsequently sensationalized; feature articles are generally ill-researched; and art criticism suffers badly from being left to hacks simply eager to lay their hands on new LPs or free tickets to the theatre or cinema.

Student papers, in the main, are incoherent and parochial, making little attempt to appeal either to schools and sixth-form colleges in their areas or to local communities as a whole.

Undergraduate journalists are hampered by more fundamental problems: the purely intellectual ones. In recent years the financial burden alone has forced many student journals to vanish from coffee-lounges.

Student papers are viciously trapped between the upper and lower millstones of decreasing advertising revenue and slumps in sales due to enforced cover-price rises. Paper costs, telephone bills, printing charges and typesetter hire rates have all risen markedly within the past three years. In 1973, for example, the cost of producing a magazine of about 32 pages with a print-run of 1,500 was about £250. Today a similar operation costs about £700.

Unable to cover costs without jacking-up their advertising rates, student papers have become a decidedly unattractive proposition for the prospective advertiser. In some areas they now charge about the same a page as the local weeklies.

The appearance of *National Student* can

only exacerbate this situation. The national paper is far more tempting to advertisers than the ordinary, low circulation student paper. There are only two options for papers so threatened: either they can go running and pleading to the local NUS branch, or—and this applies only to the better known and longer established publications—they can go cap-in-hand to large institutions or knock on the doors of various sugar-daddies.

Longevity is no guarantee of survival, as the collapse of *Varsity* in Cambridge proved. It is the link between the student paper and the local student union which has, in many cases, had a stultifying and debilitating effect upon quality and objectivity.

One former NUS press officer insisted that the union has nothing against independently financed student journals. "We cannot stop people if they want to go out and start their own papers". But the attitude toward union sponsored papers was rather different: "If a student union is putting money into papers, it changes the whole situation and means that the papers are accountable to the union."

At a time when most student journalists are eager to condemn the influence formerly possessed by the mighty press barons, their own publications provide a splendid contemporary example of proprietorial control.

Accurate figures of union support are most difficult to obtain and for this reason the set-up at the North London Polytechnic must be taken as an example, despite its obvious immorality. Between 1971 and 1973 £133,000 was allocated for student union expenses; £32,000 was used for the payment of full-time staff; £18,000 was spent on the production of "propaganda and newspapers", while £24,000 was allocated to student clubs and societies.

As a newly appointed editor of *Fuse*, the NLP paper, said: "When I took over as editor I must admit I felt obliged to play the tune that the union was paying for."

Similarly, in Oxford two terms ago, the student union established a newspaper and promised the editor complete control. The editor soon found that these promises were worthless and that the union

officers were exerting considerable pressure. Subsequently, she covertly wrote, published and distributed an edition which told of her predicament. It took the pacifying influence of the proctors to cool the ensuing row.

While finance is one aspect of the overall problem, there are others which militate against the production of high quality student papers. Housed mainly in cramped and poky offices, most publications do not possess the facilities necessary for efficient production.

Most student-journalists have to cope with the burdens imposed by academic work and the demands of their papers. In Bristol and at the Central London Polytechnic the problem has been partially eased by the appointment of sabbatical publication officers.

At Lancaster University the authorities have been far-sighted enough to appoint a sabbatical editor for a year. However, this appointment is merely experimental and there is no guarantee that the practice will be continued.

Only the student unions at the South Bank Polytechnic, Brunel University and Birmingham University possess the machinery necessary to actually print their papers. Other university papers are forced to compete with garden party brochures and raffle tickets at the local printing firms.

One of the greatest obstacles facing student papers is a lack of long-term business strategy. Editorial regimes come and go, but the financial burden remains.

Editors, understandably, aim primarily to cover costs for their tenure in office with little regard for the overall financial strength of the paper. This amateurish and shortsighted habit could be eased by the appointment either of a sabbatical business manager or by the university delegating the work to an administrative assistant who commanded the total respect of the student editorial board.

If some such step were taken, the editor—who at present can spend up to 90 per cent of his time pestering potential advertisers—could even spend some time gathering and collating copy.

Dops and students tend to be highly critical of student papers and those who produce them. Students, in particular, view their contemporaries as little more

than pretentious, careerist, hacks—and with some justification. Student journalism is one of the most time-consuming undergraduate activities and, for most, there is little direct reward. Many students therefore feel that their time and energy can be better spent elsewhere.

Were the National Union of Journalists actively to promote and encourage student journalism by the introduction of, for example, a credit-point system which would facilitate entrance into professional journalism, then both student and national papers might find it easier to attract talented and capable staff.

Perhaps what British student journalism lacks more than anything is the creative originality displayed in America. There the role and direction of student papers tends to be well thought out. At the University of Texas, for instance, the student paper serves both the student and the local community, running to 56 pages in its weekly edition. Many American student papers have now joined the trend established by the *Harvard Crimson*, and bring out daily editions.

The *Harvard Lampoon* is, perhaps, the prime example of the reward that can be gleaned from a burst of originality. Faced, a few years ago, with declining advertising and sales revenue, the editors decided to publish a bumper spoof of a well-known magazine, and distribute nationwide. A group of financial underwriters was found and the magazine now regularly publishes one mammoth issue a year.

Their two take-offs of *Cosmopolitan* and *Playboy* each grossed well over \$1m. The revenue derived from these bumper magazines is used to subsidise the issues brought out during the rest of the year. These are distributed free.

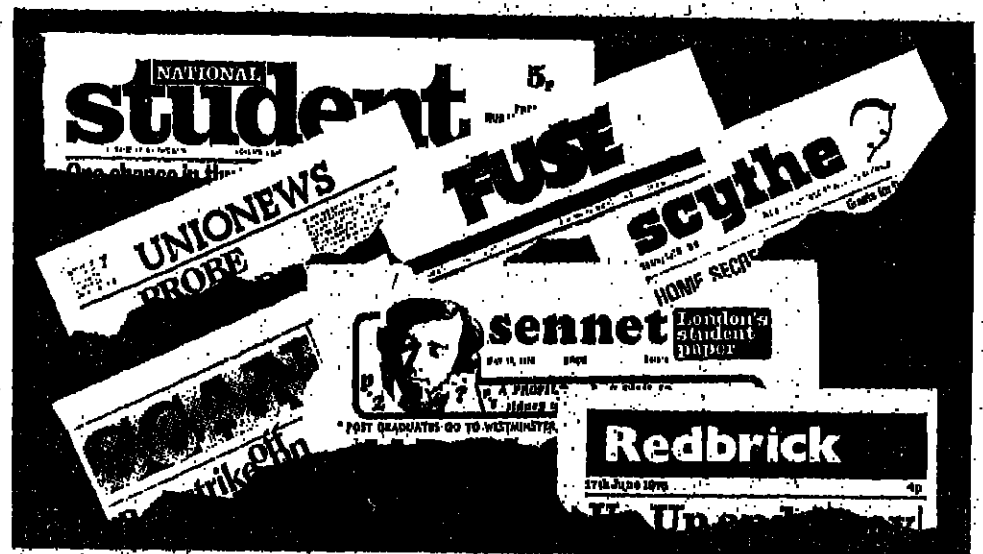
If the NUS have decided to play an active role in undergraduate journalism they might consider establishing some form of Student Press Council (consisting of dons and students) where tenuous claims and disputes could be settled.

One recent example spells out the urgent need for such an organization. In June *Isis* (the Oxford University magazine) spent a four figure sum to settle a libel case—a cost which pales into insignificance beside the large damages sought by public figures from national newspapers, but which means endless trouble for a small publication.

There seems to be a strong case for a forum where such claims could be settled more amicably and without recourse to legal processes. The energy of the NUS press officer would be better spent in helping student editors to overcome the many problems which they encounter.

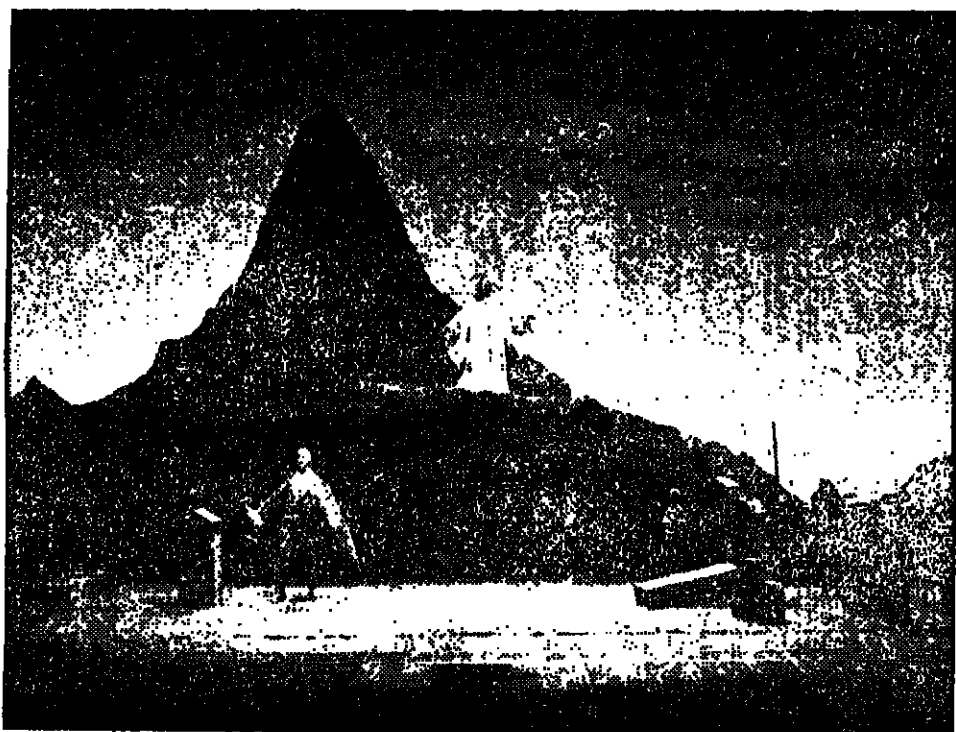
Instead of printing a newspaper, the NUS could supply a weekly news digest of events and happenings in different universities and thereby promote the inter-collegiate communication which they so obviously desire. An NUS-sponsored course, where student journalists could meet professional superiors and experienced designers, would also be a great service.

The NUS executive might have been better advised to concentrate on ameliorating the ills of the 260 student journals already existing, rather than embarking upon this latest venture.



Wagner for perfect sceptics

Patrick Carnegy at the centenary of the Bayreuth Festival



Love among the tombstones: Siegfried (Jess Thomas) and Brünnhilde (Gwyneth Jones) in Act I of 'Götterdämmerung'.

Wotan in a wing-collar (I think) and Siegfried in a dinner-jacket failed to make the fashionable people in the Bayreuth audience feel exactly at home at the shrine. In this, the centenary year of Wagner's Ring cycle and the Bayreuth Festival, something stupendous was expected. If, in the event, Bayreuth has had to make do with rather less than that, then at least it can congratulate itself on a succès de scandale.

The director of the festival, Wagner's grandson Wolfgang, handed the Ring over to the French, with Pierre Boulez as conductor and the 31-year-old Patrice Chéreau as producer. Politically, this doubtless recommended itself as a shrewd move, underlining Wolfgang's avowed intent that his grandfather should be seen to be a common, rather than narrowly Germanic, cultural property. Artistically, it was sailing close to prevailing winds, though quite how close even the weather-eyed Herr Wagner, with his bluff clichés about the courage to take risks, may not have gauged. For the new production has inspired howls of protest and loosed a storm about his head in which one nasty thunderbolt is the threat of withdrawal of patronage from certain powerful quarters.

In 1951 Wieland and Wolfgang Wagner's introduction of the long-overdue "abstract" scenic ideas of the Swiss architect Adolpho Appia (first mounted in 1891-92) caused a furor, as most people still expected to see a realization of the composer's own elaborate instructions. Gradually that audience learnt to get along with the severe neorational-style of New Bayreuth: or perhaps they just swallowed the wrong, having resigned themselves to it as no more than a phase, after which the rainbow bridge, rocky gorges and leafy forests would all be back again. Hopes were even raised that the centenary Ring would be a reproduction of the 1876 settings—a curious kind of homage, as Wagner himself was far from satisfied with those.

M. Chéreau had very different ideas, coming as he did to Wagner for the first time and with far more experience of the spoken than of the sung theatre (his sole previous opera productions were *The Tales of Hoffman* in Paris, and *Il Turco in Italia* in Spoleto). This "innocence" came as near as one could to fulfilling Boulez's hope that the Ring might one day be produced by someone who had stumbled on it by accident. It was apparently Boulez who had recommended Chéreau to Bayreuth after a failure to secure either Ingmar Bergman or Peter Stein. Chéreau did his homework and concluded that the Ring was a chain of internal contradictions. So, whereas most producers' strategy is to go through the contradictions to some underlying unity (whether of a mythical, political, ideological or futuristic nature), Chéreau felt that the Ring should be shown—or shown up—for what, in his view, it was.

He also seeks to build a bridge, not a rainbow, between Wagner's horizon and our own. To link the Industrial Revolution's prodigies of steel and grime (from both of which Wagner recoiled) with our own mal de la technologie—and to span the chasm between his beliefs about gods and heroes, and modern scepticism. So Chéreau buries the old gods, inviting us to share his own black humour at the graveside rather than to send a wreath. In their stead he gives us a human, all-too-human drama, with Wotan and Co. as Victorian bunglers whose lust for power and possessions has landed them in crime.

When we first meet them, in the second scene of *Ringwald*, they are bivouacking in the open alongside commodious luggage hampers, presumably having just been evicted from somewhere or other by bulliffs. Valhalla, the new home which Wotan has to be woken up to see, is a compact fortress, better suited as a bulwark against creditors than as a symbol of ascendant nobility. The vision has more to do with his dream than reality, so he chides Fricka for the disturbance before rebuffing himself under his blanket. When he does get up, he pulls on very much the kind of broad-brimmed gown that Wagner himself wore; it serves this Wotan as a magician's cloak, and in the great renunciation scene of *Walküre* he puts it across his dressing-gown in order that he may no longer be quite so much of himself.

Chéreau has his little ghosts—though this is purely a deluding exercise, as is revealed when they begin a series of intermittent "sings" on a raised plat-

form, the purpose transparently being so that the poor fellow on whose shoulders the 16-stone bass has been standing may rest every now and again. At the end of the opera the thunderstorm to clear away dirty deeds, supposedly summoned by Donner, is clouds of smoke and steam released from one of the hampers (Pandora's Box?). The gang of gods stagger and stumble around the stage as though labouring under some cosmic metaphysical burden. They link hands in a neat circle as though in a party game which has gone terribly, unaccountably wrong—and when they speak of the collapse of the godly Stamm, all fall down.

Chéreau's idea of the bed of the Rhine declares another intention. To him, that E-flat prelude so often eulogized as representing Nature before the Fall speaks of the surge of a river, a river already harnessed by man for his own ends; hence the opening tableau shows the concrete buttresses and iron catwalks of a dam across the Rhine, presumably erected for hydroelectric or other industrial purpose. As for the daughters of the river, they are Victorian harlots in dark-red dresses buoyed up with voluminous petticoats. It's not difficult to agree, with Chéreau, that the Rheingoldens are not innocents, but quite why they should choose to solicit at a dangerous looking dam, isn't altogether clear.

One sees from the outset that Chéreau wants us to accept the Ring as a tangible human drama, played out as entertainment theatre and without any recourse to the leap of faith required to respond to it as mystery play, or as ageless myth. The first two acts of *Walküre* are dominated by Chéreau's mechanical preoccupations. Hunding's hut is a factory yard, with a huge beam-engine looming at one side; the neoclassical entrance pillars of the owner's mansion at the other, and centre that it seemed odd its proprietor had not had it chopped down long ago. The "rocky gorge" for pivotal debates of the second act, Fricka confronting Wotan with her "hearth and home

morality", and the consequent scene of Wotan's despair at his inability to beg a new man freer than himself—turns out to be Wotan's laboratory in Valhalla. For he is plainly a crazed inventor, dreaming of a technological Utopia as an alternative to the tyranny of ancient toil and ethical imperative. The sole furnishing, apart from the afore-mentioned mirror, is the spherical plumb-bob of a Foucault pendulum, circulating steadily and maddeningly like a Chinese water-torture until Wotan impulsively stops its motion as a first gesture in his new resolve to expedite "das Ende".

This scene was superlatively sung by Donald McIntyre, mostly at no more than mezzo-voice, securing such a distillation of musical and dramatic sense that it truly became (as Wagner had wanted) the most important episode in the whole Ring. The Valkyrie "Ride" features a handful of well-behaved ponies delivering heroic corpses not for an apotheosis in Valhalla but simply for a dust-to-dust burial in a walled cemetery, complete with headstones and sentimental effigies. Brünnhilde is laid to sleep on a "Mini-Matterhorn", the encircling fire being no artistic light-show, but rows of self-lighting gas jets.

Above the tree-tops beyond Mime's cave in *Siegfried*, the flywheel of Mr Wotan's invention is once more glimpsed. When the Wanderer leaves Mime after the quiz session, he unpacks an automatic drop-forging which puts Nothing back together with Siegfried barely dirtying his hands. In the second act there is a sizeable toy-dragon to be slain; the woodbird is discovered by Siegfried not in the branches overhead, but clicking (or was it clucking?) away in a droll little cage dropped off by Papageno. Wotan. The bird repays Siegfried for her release by showing the way to the Mini-Matterhorn, which towers up out of the Valkyries' burial-ground. And there could hardly be an apter setting for a love-duet whose ultimate mood of manic, nihilistic hysteria—"leuchtende Liebe,

lachender Tod!" (radiant love, laughing death!) is often unobserved.

The rudest awakening of all has to wait for the Gibichung Hall, where Gunther, looking for all the world like President Ford and Gutture are in modern evening dress waiting for each other on the terrace of a more ostentatious villa than any yet seen. This ménage, though, does not run to servants, relying on half-brother Hagen, in shabby lounge suit and loosened tie, to fetch the drinks and fix them up with spouses. Siegfried enters wearing traditional forest-hero gear and is sufficiently well assimilated by the second act to wear a tuxedo for his wedding to Gutture—a sight that occasioned vigorous audience reaction in the first cycle (four Ring were given, of which I saw the second).

Act three of *Götterdämmerung* flung us back at the dam for Siegfried's chance to give up the ring (something incidentally, that he values but little, and not without reason, for this supposed omnipotent talisman had given neither pleasure nor protection to Alberich, Fafner or Brünnhilde), but the water have now dried up. Siegfried, dead on the downstream river-bed, his woe bird having been caught and killed by Hagen's men, is also Wotan's revenge, which is equivalent to cutting Valhalla telephone line. His body is left in the of the curtain, while people troop on look—and pass by on the other side. Brünnhilde rides into the flames (though without Grane—another Hagen victim; and Valhalla is destroyed).

But there comes no cleansing flood. Those who have witnessed the spectacular ordinary people in ordinary dress and children led by the hand, turn to the audience. Searching for an explanation, they first question the music, peering in the orchestra, busy with D-flat major as the "Redemption through Love" theme. As the last chord dies away, they look into the distance, whose immediate response was no intimation of hope (though that was to come later in the applause which eventually won the day) but a volley of boos and whistles from a very angry minority. Generally speaking, it seems, the movement towards pacifism which was stifled by the threat of fascism. Hynes gives new life to the decade by examining some of the writings it generated, understanding it not as a completed past through the eyes of sociologists and historians but as an evolving present through the eyes of poets and novelists.

"We can no more forget the world of politics than the soldier poets could forget the wounded and the dead," wrote Auden. Hynes, with scholarly thoroughness, shows how the imaginations of young writers were shaped not only by the experiences of their personal lives, but by external crises and events: the Reichstag trial, the rise of the Dictators, the murder of Dostoevsky, the growth of the Blackshirt movement, the Moscow trials, the Spanish war. History constantly invaded what they wrote. Even a birthday ode, even an epitaphium reflected the time in which it was written. Hynes isolates the subjects which obsessed them, political and literary. He records their reactions to the idea of war, always, as he says, "at the edge of the imagination, but changing as events changed their emotions, their response to Communism, changing also as facts and occurrences enlarging understanding. He sets down the questions they asked themselves about middle-class values, about the weakness of democracy, the meaning of heroism, the definition of true strength, about the poet and the poet and the vernacular.

His chronological approach leads to some repetition, since years do not meet out events and opinions do not change in regularly 12-monthly rhythms. His year-by-year ordering of material, however, builds up splendidly the sense of cumulative change. Each little saga has its own emphasis and its own attachment of high-powered personalities. The texture of Hynes's book is dense; he contracts his interest to a few writers. The texture of Ford's book is airy light, as he moves from name to name.

His account of Sylvia Beach's heroic struggle to let the world read *Ulysses* includes, as well as a sympathetic portrait of this mild-mannered but phenomenal lady, side-lights on the characters who used to haunt her bookshop. Ford reminds us of what it was like to deal with Joyce as friend or foe. Miss Beach was a one-man publisher, refusing to repeat the

For the time being

Cruz Jensen on writing in the twenties and thirties

The Auden Generation. By Samuel Hynes. Bodley Head 6s.50. 370 10381 S. Published in Paris. By Hugh Ford. Garston Press 16.95. 85511 212 S.

In *The Auden Generation*, Professor Hynes has described the effect on young writers of living in the thirties in a time of social change, "expanding fear and saving disaster". He concentrates particularly on Auden, and, to a lesser degree, on Spender, Isherwood, Day Lewis and MacNeice, tracing throughout the decade the reactions encapsulated in their work to the world within and around them, emphasizing clearly without over-simplifying, it is good to have him as a guide through the obscurities and enigmas of some of the more difficult texts of the time, and to have his comments not only on contents but also on style which evolved from the will to express new thoughts and attitudes.

Many historians have mapped the currents of ideas in the years leading up to the Second World War—the growing unease about social justice, the pull towards Marxism as universal brotherhood, the conception of Communism as an extension to the English liberal tradition, the movement towards pacifism which was stifled by the threat of fascism. Hynes gives new life to the decade by examining some of the writings it generated, understanding it not as a completed past through the eyes of sociologists and historians but as an evolving present through the eyes of poets and novelists.

"We can no more forget the world of politics than the soldier poets could forget the wounded and the dead," wrote Auden. Hynes, with scholarly thoroughness, shows how the imaginations of young writers were shaped not only by the experiences of their personal lives, but by external crises and events: the Reichstag trial, the rise of the Dictators, the murder of Dostoevsky, the growth of the Blackshirt movement, the Moscow trials, the Spanish war. History constantly invaded what they wrote. Even a birthday ode, even an epitaphium reflected the time in which it was written. Hynes isolates the subjects which obsessed them, political and literary. He records their reactions to the idea of war, always, as he says, "at the edge of the imagination, but changing as events changed their emotions, their response to Communism, changing also as facts and occurrences enlarging understanding. He sets down the questions they asked themselves about middle-class values, about the weakness of democracy, the meaning of heroism, the definition of true strength, about the poet and the poet and the vernacular.

His chronological approach leads to some repetition, since years do not meet out events and opinions do not change in regularly 12-monthly rhythms. His year-by-year ordering of material, however, builds up splendidly the sense of cumulative change. Each little saga has its own emphasis and its own attachment of high-powered personalities. The texture of Hynes's book is dense; he contracts his interest to a few writers. The texture of Ford's book is airy light, as he moves from name to name.

Auden and his friends knew what they wanted to be rid of; they were not at first too sure what they wanted to establish. It was clear to them that they must write from the centre of reality as they understood it, and must not withdraw into a world of private emotions or remote intellectualities. Hynes emphasizes their sensitivity to the constant connection between public catastrophe and personal grief, with examples

from Spender and MacNeice. It seemed clear to them also that though the writer should be committed he should not proselytize. He should write, in Auden's words, "parable and not polemic", "imaginative understanding of moral and civil forces, forming a ground-basis for them to make their choices."

As a prelude to this book, Hynes quotes from Auden's "Psychology and Art": "You cannot tell people what to do, you can only tell them parables; and that is what art really is, particular stories of particular people, from which each, according to his own immediate and peculiar needs, may draw his own conclusions."

The strength of Hynes's book comes from his skill in expounding these parables; the parable of the frontier, tradition and security on one side of the check-point, uncertainty and the unknown on the other, parables of the struggle against the middle-class, of the failure of liberalism, of the "relation of powers".

Professor Hynes respects complexity, but has the ability to clarify without over-simplifying. It is good to have him as a guide through the obscurities and enigmas of some of the more difficult texts of the time, and to have his comments not only on contents but also on style which evolved from the will to express new thoughts and attitudes.

One might expect that *Published in Paris*, which deals with books written in the English language in the twenties and thirties, would share some common ground with *The Auden Generation*—but one would be wrong. History, at least the history of public events, is absent from the text of the author, a protagonist of revolution but a friend and temporary adjunct of Nancy Cunard, type-setting his own translation of "The Hunting of the Snark". Mention is made of Nancy Cunard's responsibility for the publication of Auden's *Spain*, a key part of Hynes's study, but as the printing was not carried out in Paris, its significance is outside the scope of Ford's book.

This book is difficult to categorize; it is in part a work of reference for bibliophiles, typophiles or amateur publishers, but such a dry-as-dust description gives no hint of the delight in personalities and the wealth of anecdote which make the book so readable.

Professor Ford has given a loose form to his chronicle by publishing a chapter each to various publishing ventures started by men and women who, for vastly different reasons (love of writing, love of a writer, love of the texture and shape of books, interest in experimentation, interest in the processes of hand printing, hope of financial gain, dislike of censorship, desire for anonymity) elected to establish printing presses away from their own country.

The book might easily have been a series of compilations, of names, of titles, of contracts, of formats and designs. It is because his publishers are so different that the book becomes interesting. Each little saga has its own emphasis and its own attachment of high-powered personalities. The texture of Hynes's book is dense; he contracts his interest to a few writers. The texture of Ford's book is airy light, as he moves from name to name.

His account of Sylvia Beach's heroic struggle to let the world read *Ulysses* includes, as well as a sympathetic portrait of this mild-mannered but phenomenal lady, side-lights on the characters who used to haunt her bookshop. Ford reminds us of what it was like to deal with Joyce as friend or foe. Miss Beach was a one-man publisher, refusing to repeat the

undertaking for those of lesser genius. Gertrude Stein, too, was totally disinclined to use the services of her press for other writers. She was driven to establish her Plain Books press by the reluctance of commercial publishers to add her books to their lists. It is always entertaining to read about the wily added another section to their legend. He has the gift of reviving memories of other memoirs and essays without making us feel that we have read it all before.

Harry and Caresse Crosby, in love with their own and each other's poetry, preferring the immediacy of hiring a printer to the drawn-out procedures of ordinary publishing, launched their *Editions Narcisse* (later to be named *Black Sun*) and were so enchanted with the matching of beautiful types and papers to beautiful words that they took on the task of printing a great number of sumptuously produced books, both contemporary and classic. Ford's treatment of the writing and the lives of these two tempestuous people (and indeed of the death of one of them) is sensitive. He does not use anecdote for the sake of anecdote. His stories always rise out of his themes. Caresse Crosby has often been used to add spice and titillation to essays written by duller mortals.

This is true, too, of Nancy Cunard whose real worth has been obscured by scandal-mongering commentators. Ford recognizes her ability and her generosity. She laboured herself at her printing press and for the sacred cause of poetry managed the disastrous business side of the project. The story of a last minute entry by the unknown Samuel Beckett for a poetry prize she instituted is nicely told.

The book contains an abundance of fascinating information about the making of beautiful books from papers and types with strangely poetic names, about frontispieces, tailpieces, colophons, slipcases and bindings. The Crosby press produced many collectors' pieces, some of them exceedingly exotic; *The Sun* by Harry Crosby was printed as a miniature less than an inch square bound in gold-embossed red leather and issued with its own magnifying apparatus. The most exquisite editions Ford describes were created at the Harrison press. One longs to handle them or even to look at them under glass cases.

The illustrations are a delight. In addition to miniature reproductions of elegantly printed and decorated pages there are copies of snaphans taken from private collections. These are not herded into a glossy group but are set, matt and sometimes musky, within the text. Turning a page unprepared, you meet Margaret Anderson and Jane Heap looking as superbly bored as Carlyle's "the courtesans, or Nancy Cunard, from under a terrifying hat, looks over her shoulder at you while Aragon by her side resolutely turns his back.

There are an extravagant number of inverted commas in this book. Ford scatters his narrative with quotations, sometimes only one or two words in length. The effect is jumpy but on the whole it seems constantly to be changing voices. On the whole, he selects quotations for their special interest but it is sometimes difficult to understand why he borrows a phrase he could easily have out-matched himself. Ford rightly takes it for granted that his readers will not need résumés of established works, but he sometimes writes out synopses of lesser known books which clog rather than adorn his text, and make it seem unbalanced. Occasionally he finds space for criticism, but for the most part he is concerned only with writers and the content of what they wrote. Perhaps it is impossible to do more within the confines of one book. Paris was a mecca for writers and publishers in the 20 years before the Occupation. I have mentioned only a few of those he has packed into his pages.

"Young Writers of the Thirties" exhibition, page 51.

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Jobs, Jobs, Jobs...

Under their thumb? Liberal attitudes

Carl Slevin on government

Democracy and Participation. By J. R. Lucas.

Having a vote, by itself, creates no obligation to love, honour or obey the government.

Whatever Abe Lincoln may have thought in his off-moments, we, the people, do not really expect to rule.

But as Plato's guardians are not an extent breed, perfection cannot be expected, and someone must keep civil servants under scrutiny.

them under our collective thumb at one or more removes. It sounds perfect but such an account misses out the effect of a winner-takes-all electoral system.

The major conceptual bugbear which Mr Lucas finds in opposition to his idea is equality. Participation is a government activity which favours the active and intelligent.

Mistaken Identity. By Peter Hain.

The prosecution and acquittal earlier this year of Peter Hain on a charge of bank theft needs to be put in perspective.

Not on the Hain case claim the credit for the release of George Davis, or the pardon given to Patrick Meehan, or the successful appeals of other men convicted solely on identification evidence.

Mr Hain has now chronicled the events leading up to and including his trial, and has posed a number of questions about our system of criminal justice and the role of the police in it.

not press the obvious case, from his experiences, that types of case the English, by its nature, achieve justice, and is little doubt that under the inquisitorial procedure, the English would have been brought to trial.

The book's value lies not so much in its account and analysis of its own case, but as a demonstration of what happened to him and how it happened.

There is one questionable argument—that the inflation which went on intermittently throughout

Cost of living

Guide to the British Economy (4th edition), by Peter Donaldson (Penguin 1982, £2.95).

In Defence of Economic Growth, by Wilfred Beckerman (Cape £1.95, 223 pp.).

Hidden Factors in Technological Change

Editors: Harry Armytage, Michael Sasey, Philip Coggin, Jack Meadows, Edward Sempster

Pergamon Press

Dulce et decorum est

Tony Howarth on the First World War

What Greater Glory? A Scrapbook of the First World War. By B. W. Caves and R. F. Watts.

What Greater Glory? is one more step on the long, long trail of anthologies and miscellanies about the Great War.

Mr Caves and Mr Watts' collection of 72 items (mostly poems, songs, cartoons, photographs and prose pieces about the Western Front) is a purpose-built "scrapbook" for use with students in secondary schools and colleges of further education.

Perhaps that error lies in a reliance on too much that is already well-known and taken as authoritative: for example, Blunden, Brooke, Gibson, Graves, Owen, Read and Sassoon—the familiar roll-call of the poets' platoon.

At the beginning of the section on "Little Gidding" Traversi says "the poetry of the Quakers requires to be read as what it is, poetry, not as a literature for philosophy or theology."

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Medieval to modern

Catherine Basham on economic history

Black Death to Industrial Revolution. By Pauline Gregg.

According to Roy Douglas, the "land question" still awaits an answer. Pauline Gregg's social and economic history of England from 1348 to 1760, when what she calls "the landlord state" prevailed.

Emigration from Europe 1815-1914 is one in the Documents in Economic History series. Four aspects of this mass movement (it affected the sixty million people left Europe during the century covered, mostly for the New World) are documented: the causes of emigration, the encouragement of emigration by both the mother country and the host country, and the actual voyage.

The cause of emigration was poverty. In Europe by the beginning of the nineteenth century, most men were free and many were landless—a new situation. Most of the emigrants were poor, and the system of land tenure which had begun centuries before, and such events as crop failures triggered off surges of emigration throughout the century.

There is one questionable argument—that the inflation which went on intermittently throughout

Poetry, not philosophy

T. S. Eliot: The Longer Poems.

By Derek Traversi.

In A Level English examinations a candidate who simply re-tells the story gets an O level pass; on this basis Professor Traversi, in his new book on T. S. Eliot, would pass very well at O level.

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Children's literature

Big time

Peter Fanning

I am a Giant. By Ivan Sherman.

Living in a giant's world has certain disadvantages—like having to take your bath in an ocean. The front steps up to the house are like huge mountains and you even have to brush your teeth with a great big broom.

The House of Lords and the Great Reform then prevented the reform, and attempts to introduce it between the wars came to nothing. More recent attempts have been pretty inept, and Douglas makes out a good case for the need of politicians to become more familiar with basic economics.

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Zoo story

by David R. George

During the last few years, the number of zoos and wildlife parks has increased considerably. At the same time there have been many changes in the school curriculum. A more dynamic approach to learning together with greater involvement of the children has resulted in educational methods which, while giving a sound knowledge of essentials, also encourages imaginative use of all situations by staff and pupils.

Discovery by the children is in, exhibition by the teacher is out: this is the exploratory background against which zoos must be viewed. In general the aims of a zoo are:

EDUCATION: A place for recreation and amusement. This involves looking after people as well as animals.

CONSERVATION: This implies the management of animals so as to maintain biological diversity in a rapidly changing world. Indeed, there have been many success stories where rare animals have been bred in captivity and returned to their natural habitat. Peter David's deer is a good example of a species bred at Whipsnade and returned to China where it had become extinct.

RECREATION: This is linked with the first two aims, even in a recreational sense a zoo should be educational, and, similarly, without education the need for conservation will not be apparent. In a civilized society the only real justification for keeping a collection of animals out of their natural environment is for conservation and education.

Other reasons for using zoos as an educational resource are, first, children have a natural interest in other animals. Ask the children in a class how many pets they possess between them and you will be surprised. We have something like six million dogs, six million cats and four million budgerigars in the United Kingdom. A visit to a zoo is a mini-safari to see the animals of other lands but with greater opportunities for observation at close quarters.

Second, a zoo provides first-hand experiences relevant to many traditional school subjects. Such topics as classification and adaptation to the environment are obvious biological examples; animal distribution can help in geography and information about the costs of maintaining and feeding animals is part of mathematics.

Third, a zoo is a great source of creative work providing a wide variety of stimuli. The variety of movement is not only a complex achievement of brains, nerves, muscles, bones and levers, but a rhythm of pattern full of music and drama. It is natural for children to want to paint, draw, model and write about animals.

Fourth, children can be made aware of the needs of other animals in a zoo. With this understanding comes respect for living things and a sense of trusteeship.

Fifth, a zoo can act as a starting point for work in such areas as environmental studies, conservation

and biogeography which are now becoming established in schools.

Some zoos already provide lectures, guided tours, explanatory leaflets, and well-labelled cages, but this is far from universal. And whatever the provision, it is up to the teacher to have clear aims in mind when planning a visit.

For young children it could simply be an "awareness walk" pointing out and asking questions about the movement of animals, colours, shapes and sizes, estimating weights and sizes, diet related to the teeth, and animals that can serve man in different parts of the world. (See chart on page 21 for a method of classifying animals.)

There is much for children to talk about and experience has shown that the motivation caused by a zoo visit can considerably help language development. Much more will be gained if the children have some understanding of variation, diversity, adaptation as well as what animals and birds are before a visit.

The following are some extracts from a questionnaire used on several occasions with top juniors and some of the follow up work that ensued:

Elephants

There are two species of elephants. Give four different ways in which an elephant can use its trunk: (a) (b) (c) (d). Why do elephants need such thick straight legs?

Big cats

Meat eaters (carnivores) are usually lazy animals when not hunting. What are they doing today? How can you tell the cats are able to keep their claws very sharp? What colour are the lion's whiskers? In what position are the eyes of the cats? Why?

Follow up work: Some suggested discussion topics and practical work. Problems of shape and size, the length and shape of the limbs of elephants, giraffe and antelope. The volume: surface area ratio was discussed and measurements made using brick cubes. The elephant and pygmy shrew were drawn to scale closely linked to the problems of living in cold and hot countries discussed. What thickness of leg does an elephant need and why?

When we suddenly jump up we may feel dizzy. What would happen if a giraffe did this? (It is an animal long way from heart to brain.) Animals in a zoo can be seen moving in a great variety of ways. They walk, run, jump, fly, swim and climb. This was expressed in movement lessons back at school.

Speed of movement led on to predator-prey relationships. The children became enthralled by food chains having seen both herbivores and carnivores having a meal. This was followed up by looking at the dentition of animals that feed at different trophic levels.

The children soon became competent at working out dental formulae, including their own. Elephants were found to have 60 teeth, the meerkat 32, the lion 30, the rabbit 28, the mouse 16, the cat 30, the dog 42, the pig 44, the horse 36, the cow 32, the sheep 32, the goat 32, the pig 44, the horse 36, the cow 32, the sheep 32, the goat 32.

Lively discussions on conservation were held. Have we the right to kill animals for fur coats, crocodiles for handbags and ivory for shoes? Are zoos the best way of conserving and showing animals? Or are the wild life parks better? What pets do we have at home? What are their needs? Do we really care for them?

continued on page 21



Evolution of the Vertebrates

Fishes	Blood Cold.	Reproduction External ovum and sperm shed in water. (Haploand.)	Evolution Lay shell-less eggs. Very small yolk.	Respiration By gills.	Locomotion Fins.	Skin Has scales embedded just below surface.	After-care None—except in a few cases.
Amphibia	Cold.	External ovum and sperm shed in water. (Haploand.)	Large numbers. Very little yolk. Protective jelly.	Adults by lungs and through skin. Young by gills and skin.	Arms and legs.	Moist and not watertight. No scales (cast).	None.
Reptiles	Cold, there fore only active in warm weather.	Eggs with leathery shell. Sometimes hatch before laying.	Several usually laid. Large yolk.	Lungs.	Arms and legs.	Covered with dry, horny scales (cast).	None.
Birds	Warm.	Internal insemination.	Small numbers great amount of yolk. Protected by shell, incubated and cared for.	Lungs.	Wings and legs.	Feathers, legs covered by scale.	Young birds fed and brooded by both parents until capable of flight and feeding.
Mammals	Warm.	Internal necessary as ovum remains inside female.	Small numbers yolk unnecessary as embryo is nourished inside mother. Protected by mother's body. Born alive.	Lungs.	Arms and legs.	Hair.	Feed on mother's milk (for some time) (Balanced diet.)

Continued from page 20

Some topics for further investigation:

● Adaptive radiation in rodents. Numerically the most successful order of mammals (3,400 species). Look out for squirrels, chipmunks, meerkats, porcupines, beavers as well as several school pets. Note variations.

● Look at the elephants, flamingoes, giraffes and shrews. Note the size and shape of animals from different regions but within the same family, e.g. foxes. Compare the size of ears in an Arctic fox and a desert fox. Note the differences between Indian and African elephants. This could lead to surface area and volume ratios and problems that large and small animals face. The story of Gulliver's Travels and David and Goliath would make a fascinating study as well as Plagat's conservation problems and Archimedes's principle.

● Plot on a world map the geographical distribution of animals. Note the five zoogeographical realms. Discuss the geographical isolation of the marsupials.

● Look at the external features of the five vertebrate classes. See chart. Much of this can be observed in a zoo while the remainder can be found in the library.

● Zoological classification. Note characteristics of — Insectivores, marsupials, ungulates, lagomorphs, rodents, carnivores. The grouping chart is a good introduction.

● Make a study of animals that serve us, such as yak, camel and elephant.

● Adaptation to environment, which is the ability of a species to come to terms with its environment to ensure survival and continuation of the species. Self-defence, warning colouration, feeding mechanisms, camouflage, locomotion.

● Make a chart of birds seen, noting name, country of origin, feeding position, beaks and feet, from these observations write about their way of life, habits and diet.

● More able children could list the characteristics of Old and New World monkeys.

● Note the climatic/vegetational zones of Africa and relate these to the main animals living in them. There are latitudinal as well as altitudinal differences.

● Conservation of rare species. Return of some species to the wild state. The wildlife populations are important aesthetically, biologically (as gene pools), economically and in themselves. The survival of man is closely linked to the survival of wild life, both being dependent on the same life supporting system.

● Courtship behaviour, mating, care of the young. What better and more natural way can there be to start sex education.

Setting—grouping—classification:

ANIMAL:

Large/small feet
Claws
Long/short nails
Clown/single hoof
Long/short neck
Long/short legs
Long/short tail
Large/small ears
Large/small eyes
Long/short nose
Large/small teeth
Long/short tongue
Large/small mouth
Bright/dull colour
Single/mixed colour

MOVEMENT:

Quickly/slowly
On four legs
On two legs
Uses tail
Smoothly/jerkily
Small/long steps
Steps carefully
Steps anyhow
Walks straight
Wanders
Climbs
Swims
Flies
Upright
Swings
Bounces
Undulates

David R. George is Dean of the School of Sciences, Nene College, Northampton.

Fiction for the reluctant reader

by Monette Patterson

The sound quality of the cassettes is excellent. However, track two of each cassette begins where track one finishes for efficient listening. Planning it would be helpful if both tracks started at the beginning of the tape. The playing time of each story should be printed on the cassettes.

In the Beginning, by John Christopher, is a shortened version of his story *Home* and *Vo* about two African tribes who lived a million years ago. Down from the tribe of hunters, insects and rescues *Vo*, from the tribe of farmers. After a series of adventures they settle and establish a village which blends the social elements of both tribes.

The large print and simple vocabulary and sentence structure make this book suitable for inexperienced 11 and 12-year-old readers and if interpreted as a myth or legend it could provide extra material for an integrated studies scheme.

The Malicious Story and *Other Stories* is a collection of five delightful tales about a young boy growing up in the North of England, in which George Lytton convincingly creates the world of a small boy. The dialogue is natural and amusing and most children readily identify with the school and homes.

The photographs, although badly reproduced, are carefully chosen and they should stimulate the use of the story. *Phil and Joe* is well worth buying. Tony Robinson's intimate narrative is extremely successful with a class or could be used with individual pupils.

The Marco Polo, by Peter Buchanan, relates the adventures of a hired assassin whose assignments

outline the racing career of a character called Jim Newman, who runs a motor bike to racing a borrowed 750cc solo bike. The plot and characterization are rather superficial but *The Bike Racers* has sufficient action and mechanical detail to appeal to 11 to 13-year-old bike fans. It includes a simplified diagram of parts of a bike, two of racing circuits and various disappointing photographs.

Ginger Mick by Joan Tate is the engaging story of a Liverpool Irish lad with flaming red hair and a passionate temper. He does various jobs, meets a girl and begins to understand himself. Mick emerges as an immensely likeable and credible character. The style is lively and should appeal to 12 to 15-year-olds.

The Six is a collection of short stories written by a group of four year boys in a comprehensive school and adapted by a teacher. Each boy in the Springfield Skimmers gang tells a story. These include a tangle with the local Hell's Angels, experiences with drugs, religion, ghost hunting and the gang's last day at school.

Thirteen to 15-year-olds enjoy the spirited dialogue, and the stories accurately capture the colloquialisms of schoolboy speech. The cassette use group and yet retained the essential quality of the original. The introductory notes on the habits of the cuckoo, line drawings of the main characters, and a map of Midwich are useful background information which adds to the enjoyment of many readers.

The Marco Polo, by Peter Buchanan, relates the adventures of a hired assassin whose assignments

The everyday music of countryfolk

by Colin Evans

The Music of Scott Skinner, Topic E2.25.
The Bonny Pit Laddie, Topic E4.25.

The Collier Lad, Topic E2.25.
Cotswold Voices, Saydisc E2.75.
Cotswold Ballads, Saydisc E2.75.
Saydisc Specialised Recordings Ltd, The Barton, Inglestone Common, Badminton, Gloucestershire.

Scott Skinner, born in 1843, was one of the almost legendary figures in Scottish folk music. Not only did he compose more than 600 pieces, he was also a fine violinist who made many recordings.

The Music of Scott Skinner features original recordings of the influence of bagpipe music. Skinner made between 1910 and 1922 and new performances of his compositions by Bill Hardie. Hardie is an accomplished violinist and is particularly expressive in the slow airs and light reels.

Skinner's music has several unique features: the strathspey bowing techniques, the brilliant notes—a rhythmic embellishment performed by a flicking movement of the bow, and drone basses showing the influence of bagpipe music. But although Bill Hardie's performances are rewarding and recorded in high quality stereo—so high that the heavy breathing of the performer is much in evidence—Skinner's original recordings made more than 60 years ago are much more exciting musically.

In the variations to Tulldogorum Skinner's richly sonorous tone quality and control are striking. The stylistic treatment would be of special interest to string players, and although apparently a rather specialist asset this could be a useful asset in the classroom.

Another Topic record which could find its way into a large number of schools is *The Bonny Pit Laddie*, a double LP set of songs, poetry and instrumental music which reflect the life of a northern miner. Included with the record is an excellent book which gives the text of the songs with background information and an interesting article on the history of coalmining, with an illustrated description of mining techniques. The music is sung and played

very well by The High Level Ranters who sound completely authentic and they should stimulate the use of the story. *Phil and Joe* is well worth buying. Tony Robinson's intimate narrative is extremely successful with a class or could be used with individual pupils.

Some of them are rather moving, such as *The Hartley Calamity*, an unaccompanied lament about a mining tragedy in 1862 when 220 men and boys were entombed in a colliery near Newcastle. The plaintive sound of the Northumbrian pipes are heard in the beautiful melody of *The Durham Lockout*. This is an excellent record and would be invaluable in understanding folk music as well as in a study of the coal industry.

The *Collier Lad* has much in common with *The Bonny Pit Laddie*. The subject matter is similar, and the singer, Johnny Hardie, is a member of The High Level Ranters and is accompanied by most of them on some of the tracks. But these are contemporary songs written by Mr Hardie himself and they give subjective glimpses of Tyneside life. This is an intensely personal collection of songs, and while some seem trite, most are quite attractive.

Cotswold Voices, from Saydisc, offers much to city dwellers in terms of escapism and nostalgia. Cotswold old-timers contribute their verbal ramblings, either reciting poetry or relating experiences. The record producers evidently spent many years tracking down and recording these country folk, many of whom led a similar life to that of their great-grandparents in the last century.

A similar record from Saydisc is *Cotswold Ballads*, a collection of songs and poetry by Frank Massell, the folk singer. The songs are sung by Eric Tatham and Cella Croyall in a distinctly folksy style, and while some of them are rather sentimental, they are all quite attractive. Frank Massell's poetry is "deeply concerned with nature and with the nature of the Cotswolds in particular. His readings of the poetry in his pleasantly lilting voice are compelling and would be specially interesting to anyone who knows the district.

Duplicated package

Gestetner are introducing a duplicator/electronic scanner package which incorporates a new kind of ink and is said to produce copies which are indistinguishable from the original. The stencils are plastic and the electronic scanner can cut them automatically from originals with a fair amount of solid black from type, drawings, newspaper cuttings and even photographs, although these do not reproduce particularly well.

Each stencil will produce up to 5,000 copies. The new brand of ink, type 519, is quick drying and gives a greater image density. It is also said to give more copies a tube. Different colours are available but, as usual with this type of duplicator, more than one colour involves cleaning the machine, changing the ink and of course making more than one stencil.

The Faxit package costs £1,140 for the two machines or, if bought separately, the duplicator costs £525 and the electronic scanner, £675. Plastic stencils cost 20p each for use with type, and 32p if they are to reproduce photographs. Further information from Gestetner Duplicators Ltd, PO Box 23, Gasetner House, 210 Euston Road, London NW1 2DA.

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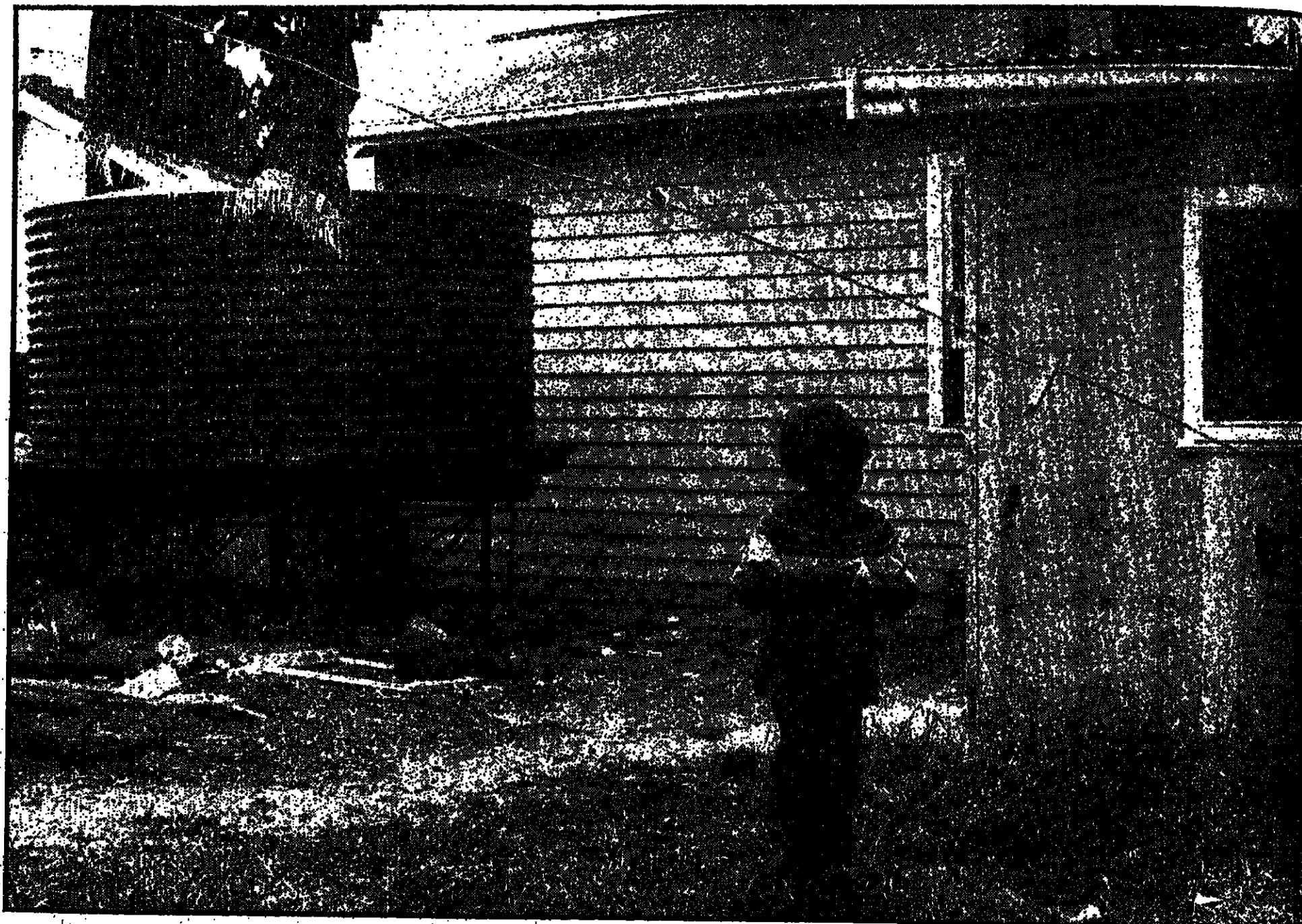
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OLYMPICS IN COLOUR

كتاب في الأصل

Out in the real Australia

Peter Broster reports on some recent attempts at improving the educational lot of the aborigines



Australians are not naturally a pessimistic people. But when, after teaching in a Sydney high school, I told friends I would be moving to work at the school in Hooker Creek, an aboriginal reserve in the Northern Territory, few suggested that it would be other than a frustrating and pointless business.

The general attitude was summed up in one comment: "The Government feels it has to spend money trying to educate the aborigines but no one really thinks it will be any use." Fortunately, I found this attitude in no way reflected the present reality. I should have remembered that although most Australians talk at length about the "outback", the real Australia, few have ever been there.

Considering the statistics of aboriginal education, pessimism would seem to be justified. Roughly one in every 150 white Australians attends university. The aborigines' ratio is one in every 13,000 and, even then, these are mainly half-castes from the southern towns and cities. Tribal aborigines, living on missions and Government settlements, rarely get beyond the first couple of years of high school.

In the main this failure resulted from a wholly unimaginative attempt to provide a traditional western education for a people whose culture could hardly be more dissimilar. At Hooker Creek, one of my most bizarre teaching resources was a reprint of this son's series of booklets entitled *Life in a Northern Desert*. A Government report described Hooker Creek Settlement as a disaster area. The school was housed in near derelict buildings and was frequently vandalized. A picture which used to be repeated on television all through the territory "Recently at

ambitious programme of capital expenditure has improved buildings and equipment almost beyond recognition.

After years of neglect, this may have come too late. Small groups of aborigines are leaving many settlements and, encouraged by the Government's policy of decentralization, are returning to traditional tribal lands. In several areas this has led to the creation of out-station schools, where two or three teachers have moved out with these groups and teach basic skills under primitive and demanding conditions.

It is too early to say whether decentralization will be permanent. Meanwhile efforts are being concentrated on involving aborigines in the running and staffing of settlement schools. Over 200 aboriginal helpers are employed in Northern Territory schools, and although they are of very varied quality, they do provide familiarity and security for aboriginal children in a new environment. Only 20 aboriginals are fully qualified teachers, but the provision of training schemes at Kormildia College in Darwin should increase numbers. Expenditure is particularly high on pre-school provision, and aboriginal employment in this sector is considerable.

With the help of missionaries and linguists on many settlements some aboriginal languages are being written down for the first time, and new words being devised to make them suitable for the transmission of western concepts of time and number. From 1973 a programme of bilingual education was introduced in selected schools. At some settlements they have started to provide textbooks in the vernacular. These developments have created a distinctive role for aboriginal teachers and helpers.

At Hooker Creek parents could come into the school at any time and wander round classrooms. Other schools have experimented with open days and parents' councils, with representatives from various tribal groups.

Flexibility is the foundation of educational progress in this part of Australia. Each school is given the freedom to work out its own salvation. A lavishly financed curriculum development centre in Darwin has laid down the usual vague guidelines for various subjects, but throughout the aboriginal schools teachers are experimenting with possible solutions to the problem of making a western curriculum meaningful to a tribal people.

The problem is most acute with the 13 to 16 age-group. At most schools the boys follow a manual arts (woodwork and metalwork) course; at Hooker Creek this was modified so that older boys made traditional aboriginal implements under the guidance of tribal elders brought into the school. Rapidly declining aboriginal crafts were revived in this way.

Theoretically, high school education has always been available to aborigines. At ages ranging from 12 to 14, they would transfer from their small outback communities to attend one of the large community schools. Not surprisingly, homesickness and fear of this much larger world meant that many failed to stay for more than a few years, or even months.

To ease the strains of the transfer, introductory or transitional colleges have been established at Alice Springs, Darwin and the mining town of Groote. Despite initial opposition to the concept of all-Black schools they

have been successful in providing a full programme of compensatory education, and a secure base for aboriginal students while they attend high school.

Some new strains have appeared. At the comparative luxury of running water and electric light, many of these teenagers find it difficult to accept the lean shanties to which they return in their holidays. It is particularly difficult to accept poverty and squalor in the middle of one of the world's most affluent countries. The large administrative centres are sensitive to the aboriginals' difficulties; thousands of dollars are spent flying students back home to take part in tribal ceremonies in the middle of the school year.

In-service training seems negligible in Britain when compared with that in the Northern Territory. Nothing less than a five-year programme at the Adelaide Institute has been bought by the educational department. This serves as a venue for a conference of conferences on all aspects of education, to which teachers are sent from schools scattered over an area half the size of Europe. Alternatively, when schools have isolated a particular problem, advisers are flown down from Darwin to conduct in-service courses.

It is impossible not to become infected by the optimism of the Northern Territory educational scene. But notes of disquiet are in. I was often desperately short of the basic resources for example, books for a school reading programme. It may be much of the Commonwealth Government educational bonanza has missed out in the very area where it would be most effective.

Peter Broster, who teaches at the Ichon School, Form College in Southampton.

EXTRA

TRAVEL - TIME WELL SPENT

CHALLENGE CLUB

Anna Sproule on the Young Explorers Trust

Among the many children's and young people's parties that left the United Kingdom this year for organized visits abroad, 11 were special.

With one exception, their destinations were points on, near, or within the Arctic Circle (the exception was Turkey, target of an expedition from Charterhouse School). All of them were helped on their way by grants, whose original donor was Lloyd's Bank. And all had received both grant and the stamp of approval from a body with a double official title and an easily remembered acronymic one: YET.

Thanks to YET—the Young Explorers' Trust, or the Association of British Youth Exploration Societies—a group from London's Archway School headed for Finnmark with £300's-worth of grant-aid in its collective wallet. An Eden group, en route for the Lofoten Islands, where it would make a canoeing survey in preparation for another expedition's work, got less: £100.

Three parties from the Ambleside-based Brathay Exploration Group got £700 between them: £200 for an arctic trip, £250 for one to Norway, and another £250 for an expedition to Lake Hullet, Greenland. The biggest single grant—at £400, it was the biggest, indeed, that YET has ever made—went to the Lye School, Cambridge. Lye's pupils took off in mid-July for Spitzbergen, with a view to spending five weeks on a botanical survey and exploration.

Slightly shorter, but even wilder in scope, was the project embarked on by a group from the Yorkshire Schools Exploring Society: geomorphology in Iceland. Activities included soil temperature studies, to be compared with results from Arctic Norway, life sciences, a mammal census, a study of cliff-nesting seabirds, shrub studies (again to be compared with Norwegian findings), social geography, settlement studies.

And, adds YET's bulletin, describing the plan "enjoyment". The Yorkshire journey is a classic example of what YET exists to encourage. Obviously, enjoyment is always part of the goal, but enjoyment of a more specialised nature than the straightforward feeling that it is fun to be abroad. Expeditions, not school trips, are what YET deals in: properly planned ventures with meticulously defined aims, usually taking place in the world's remotest areas.

The trust believes "the bulletin says" that exploration provides a uniquely valuable educational experience, helping expedition members to a better knowledge of themselves and a greater understanding of their environment. It is YET's aim to extend young people's opportunities of taking part in such exploration, and in the "challenging outdoor adventure" that it involves; and the enjoyment expected by the Yorkshire group and the rest stems from meeting that challenge. The experience, says YET's executive officer, Mr John Allen, can be a revelation.

Challenges, however, are not necessarily easy to set up, and last of all in nature—as opposed to man-made—surroundings. The wrong sort of clothes, medical equipment, or leadership, for example, can turn adventure in the sub-Arctic into nightmare.

It is hard to get the world's canals with foreign officialdom, failures in long-distance supply arrangements, and the elaborate mathematics demanded by inflation-proof cobbling.

It is hard to get the world's canals with foreign officialdom, failures in long-distance supply arrangements, and the elaborate mathematics demanded by inflation-proof cobbling.

a sudden expansion of activity—and expedition organizers realized that there was a lot to be gained from pooling ideas and plans.

Out of informal contacts grew a need for something more solid. Exploration society representatives wanted not only to pool their knowledge but, as Mr Allen says, to "improve the standards of organization and safety on young people's expeditions, help new groups, especially in individual schools, avoid duplication of effort, and give greater cohesion and a better image to the movement as a whole."

In 1972, the trust was formed: a registered educational charity, sponsored by Lloyd's Bank, and—as the second half of its two titles indicates—open to all comers involved in organizing young people's expeditions.

YET is, in fact, a club. Membership ranges from that of national organizations, such as the Duke of Edinburgh's Award Scheme, down to interested individuals, and takes in about 100 schools on the way.

Interestingly, the dominance of the independent sector is now a thing of the past. Half of the first 10 entries on the current membership list are comprehensive schools, and the other five include an RSLA project and a British Forces school in Germany.

For their £5 membership fee (£15 for national organizations; a minimum of £2 for individuals), all members get a range of advice and support services. There are conference and seminars (one scheduled for November, on expedition planning and organization, is being jointly organized by YET and the Royal Geographical Society). There is the regular bulletin, and a reference library of reports, books, and other relevant materials.

A special Iceland unit issues its own bulletin, and coordinates plans hatched by Iceland-bound groups; YET working parties review specialist topics such as equipment, routes and scientific fieldwork; an annual symposium takes place each autumn (this year's theme is expedition travel and transport).

Autumn, too, is the time for accepting or rejecting applications for grant-aid; but another of YET's key activities is an all-year-round affair. It is the maintenance of a card index system that shows who has been where, and is willing to pass on first-hand information about what it is like.

It puts people who don't know in touch with people who do, says Mr Allen. "If somebody rings me up and, for example, says 'I want to go and do botany in Iceland—what can you tell me about it?' I say that I can't tell him a thing, but that I know somebody who can."

Where the future is concerned, YET's executive officer has two main aims, one of which is frankly financial. The period of sole sponsorship by Lloyd's is now ending, and YET is, hoping to, find further sponsors among commercial companies, institutions, and national organizations.

The other target is equally clear-cut. "All opportunities," says Mr Allen, "should be available to the less privileged schools." Promotion, he feels, is the answer here; at the moment, downtown schools tend to think that expeditions on the YET scale are beyond them, although there's plenty of scope for trial runs within Britain.

A teacher-leader could start in a small way, with expeditions to Wales or Scotland, say, and in two years, he could have experience enough to go farther out.

Further information from: The Young Explorers' Trust 238 Watlington Road, South, Stockport, Cheshire SK2 6NW; telephone 061-477 0898.



Top: Expedition to Greenland pitching camp by a fiord filled with icebergs. See "Challenge Club" on this page.
Below: Two views of Venice from "Making the most of it", page 25.

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PACKAGE PREPARATIONS

R. C. Vernon recommends tour travel to far away places

One can almost feel the excitement which permeates the cheerful, bustling throng at Victoria Station on a summer Saturday or Sunday morning. Here are the families who have done it all before doing their best to look like seasoned travellers; there are others with worried looks riffling through travel documents for the twentieth time. Doubtless, every capital city railway station presents a similar scene but do we of this travelling generation realize how much of the world, now within our reach, was merely names to our grandparents? Grandfather may have done a long commission in a warship or fought on a foreign soil—interesting, no doubt but maybe not the best way to travel. And there can be few who do not at times envy our eighteenth century aristocratic forbears for whom the Grand Tour was the finishing touch to a gentleman's education.

But is the Grand Tour no more? Anyone who wants to do so can follow one of the routes recommended then and do a tour in a "package" in two or three weeks.

Having seen much of Europe in recent years as a member of some very well organized and reasonably priced tours, I can say, with one or two qualifications, that such enterprise should not be overlooked. To get most out of them, do some preparatory work beforehand—this can be great fun and very rewarding. You cannot hope to cope with all the languages you will meet but study the phrase books to make sure you do not go thirsty.

What are essential are maps of the country and the towns you will visit, together with basic tourist information. National tourist offices are the best sources and I have never known them fail. They also do a general information booklet about their country with facts about suitable clothes, driving regulations, banks, shopping hours and so on.

Now is the time to get busy with the scissors and a folder or a loose-leaf notebook to compile your own guide book, which not only saves space and weight, but teaches you a lot. It is a good idea to join a sight-seeing tour if you want to make the most of a big city. You can decide how the city is organized and where the public transport goes. This is where the preliminary scissors and paste work pays off.

I believe that, short of ascending Everest or a moon mission, there is hardly any place today beyond the reach of anyone hankering to do something different. How would you like to explore the wonders of ancient Egypt and cruise 600 miles up the Nile from Cairo to Aswan? At a cost of £400-£450 for three weeks, step back in time 4,000 years with the help of lecturers in Egyptology. It is exciting just to read the itinerary. You can imagine the wonder and enjoyment of the trip and there are 12 tour operators who make this wonderful world of the past available, at a not impossible cost.

Greece is another fascinating country and most people, who go that far for the sun and the swimming, take a day or two out to visit some of the sites of classical anti-

quity. However, what about sailing in ships to such sites, as names conjure up visions of a set in a wine-dark sea? Every day, four or five guest lectures, in the spring there are lectures on the rich flora of the Mediterranean countries.

Money is the crucial factor, if you have £1,200-£1,400 to go on a three-and-a-half week holiday, the Sunnyside Islands, the Kingdom of Tonga? A brochure says they have changed little in the centuries and that all have air-conditioning, shower, lavatory. A shorter period in a hotel with flower arrangement and a month tea comes out a bit cheap, and makes a fascinating tour.

Perhaps, though, we should do shorter two-week tours to East Africa for the national parks and big game while they are still there. Ngorongoro crater is one of the world's most interesting wild sanctuaries and then there is Olduvai Gorge, the cradle of man. But never forget the most possibilities nearer at hand—pony-trekking holidays, exploring a narrow boat or a stay in a castle, marvellous and a minor house.

You can be sure that travel will help with any tour, in crossing the Sahara on a camel before you go, and as many other of my suggestions, you can retain your enthusiasm and retain your tropical heat long as you travel anywhere the intention of enjoying you to the full you will never forget the experience.

MARKETS, MUSEUMS, MOSAICS

Jennifer Breen on aspects of Istanbul



St. Sophia from an old print.

Istanbul's streets are perpetually alive with strollers, and with vendors selling paraffin, lottery-tickets, cigarettes, and food. Innumerable black-bucks ply their trade; money-changers offer nearly twice the official rate for the British pound. Shark-like taxi-drivers cruise around in beat-up American cars, honking to catch our attention.

In the irresistible Grand Bazaar, to lead us to their "friends" shops a glibly-offers me Turkish sunshades, trawlers in leather, carpets, jewellery, bronzes and brags are torn between trying to make a larger profit and avoid being accused of swindling; abusive, near-vicious, opportunistic.

Yet, despite the material poverty, apparent and the busy lawlessness, desecration and the, sometimes, a half-haired male tourist,

and appear ready to break out immediate emancipation.

Most of the inhabitants of Istanbul are poor, and children are played for long hours in sweatshops or are self-employed as vendors or in other petty trades. A ragamuffin (an orphan?) pesters to allow him to clean your shoes two lira; a small, ill-clad girl peels seeds into my pocket to let me to buy them; a group of shivering little girls in snow-cloaks Taksim Square beg for money.

The old quarter—the former of Byzantium and Constantinople—is now a fast-disintegrating. The 16 centuries old Hagia Sophia, the Basilica of St. Sophia, which for nearly 1,000 years was the seat of the Byzantine Empire, is much of the history of the Byzantine and Ottoman Istanbul. 537 AD Emperor Justinian created the third church on that site, the fall of Byzantium in 1453 converted into a mosque by the quering Ottoman Turks.

A hundred years later, Süleyman the Great had the Christian mosaics, dating from ninth to the twelfth centuries, altered over. In 1935, as part of Atatürk's attempt to reform secularize the new Republic Turkey, a few of these were covered when he turned the basilica into a museum.

The great domed shell of Hagia Sophia retains its original architectural structure but some any Byzantine decorative art, best of the few restored mosaics, a Denis-Christ, St. John and Virgin Mary—which now has the heads of these three figures a few upper portions of the background remaining.

But these few remaining faces, especially that of Christ, humanistic and seem three-dimensional. Christ's eyes follow round the gallery and His appear to move—a poignant reminder of the stillbirth of Eastern Christendom's classical renaissance.

A large group of excellent Byzantine mosaics, which have been restored by the Byzantine Institute of America, are in the dome of the Church of St. Saviour. The mosaic of the Virgin Mary, which has been reached by hand has been stripped away but these mosaics still brilliantly illuminate the Christ and the Virgin. One standing fresco of the Resurrection of Christ, the Harrowing of Hell, is a school of the School of Spenser's more primitive painter.

Continued on page 28

CLOSE LINKS

Belgium is one of the best
bets for the first school
trip abroad says
Leslie Gardiner

Once it was the French impressionists, now it is the Flemish masters—one speaks from personal experience, and not all art teachers will agree, but that seems to be the trend in appreciation among the young. Adolescent passions for Breugel, Bosch and Van Eyck are one reason why Belgium in general, and Flanders in particular, are possibly one of the best bets for a first school trip abroad.

The other reasons include accessibility (for Midlands and northern schools, an overnight journey from Hull or Newcastle takes the sting out of travelling by avoiding the chaos of London and the Channel ports); the compact nature of the country (most of the historic sites and sounds of Belgium, cultural, scenic and recreational, can be rounded up within a few hours from the port of disembarkation); the reliability of communications (excellent motorways lead south and east from Ostend, trains are fast and prompt and strikes are few); the fellow-feeling that most Belgians have for the British; and the close links between the Belgian heritage and those of England and Scotland, which help in linking the historical associations to life.

Step off the boat at Zeebrugge and you are instantly at the doors of the museum in which the whole tale of the St. George's Day, 1918, assault by Sir Roger Keyes's forces is laid out. (A big commemorative ceremony on the mole every five years, on April 23.)

You pass through a quiet village called Ramillies. You follow the signposted 1914-18 route, through Passchendaele, Tyne Cot, Hill 60, Polygon Wood and down the Menin Road to Ypres.

A side-street of Bruges is called Englishstraat and a stretch of the canal is Schotensdijk. British saints and warriors lie in the cathedrals of the coastal towns, whose pri-

or hotels bear names like Wellington, Royal Midland and Windsor, though they are satisfactorily exotic in style.

Near Ostend and along the dunes towards the French frontier, in that part of west Flanders, which the Flemish call *backen de kuper* ("bottom of the barrel"), the trees to which Julius Caesar hatched his horse while he was away invading Britain are as numerous as those highland chambers in which Prince Charles Edward spent the night before Culloden.

Bruges, half an hour from Ostend, has long been the metropolis of school visits from abroad: the perfect medieval city, the intact Flemish Gothic market centre, set in a city of canals, under the wide wings of a golden sand-cone. Bruges is the city of Hans Memling, a Brussels is that of the Bruegels, Ghent of Van Eyck and Antwerp of Rubens.

Children who ordinarily enter art galleries as a duty and emerge bored are likely to find the art treasures of Belgium less of an ordeal than most. They are housed in atmospheric buildings under minimal supervision and one moves so freely and indefinitely among the sights and sounds of the past, through the centuries, painting and sculpture have been a part of the life of the people.

Every two years, in September, at Wingene, in West Flanders, villagers put on the dress of Bruegel's day, cook the food his contentment-worshippers cooked, ply the daily tasks his peasants plied and play the games depicted in his paintings. . . . and the display requires no tedious historical effort for, despite bureaucratic helicopters and high-rise apartments, container ports and motor-racing circuits, provincial Belgium has an affinity with, and a soft spot for, the ancient traditions.

Sense of tradition manifests itself in innumerable pageants, street processions and folkloristic celebrations, of piety or heroic origin. Anyone who takes a party of children to Belgium, at any time of the year, should get hold of the calendar of events: there will be two or three parades or carnivals taking place within 10 miles of where he is staying.

All have a strong comic element, with jesters, papier-mâché giants and merry pranks (Til Eulenspiegel was born in Damme) a specialty. All are intensely respectable. Belgium is probably the most moral and bourgeois nation in Europe and

its young folk, are models of docile behaviour.

The worthwhile tourist towns are Bruges, Liège, Brussels, Ghent and Ypres—in that order. In Flanders, the scenery is quiet, over the centuries, that of the Ardennes verges on the romantic, especially in the Luxembourg province (north of the Grand Duchy and south of Namur) where smooth, fast-flowing rivers divide the forest fleecy.

For generations of students and youth clubs the Ardennes has been the territory for walking, climbing and canoeing. Nowadays they have added to that horse-drawn carriage-riding and cycling (you can hire a bicycle at certain Belgian railway stations, and at some tourist offices, for £1 a day).

Various recreational and activity holidays are organized by Belgian Youth Hostels, the Y.M.C.A. and Y.W.C.A., Equipes de la Route and Ardennes Scouts. (Contact from Belgian National Tourist Office, London.) Most travel agents have details of at least some of the cut-and-dried programmes offered by British tour operators, some of whom can arrange individual holidays for people with special interests.

How do costs compare? Like most Continental countries, Belgium is expensive for the British. But the pound sterling is holding up reasonably well against the Belgian franc, and school and youth tour operators have managed to minimize costs by putting up parties in chalets near Ostend, for example, instead of a hotel at Brussels, and having groups in an unmetropolitan Ardennes town instead of the expensive river resorts of Dinant and Namur. Thanks to hovercraft, London-Bruges-London in the day is quite feasible at about £8 a head.

The front of information is the Belgian National Tourist Office, 66 Haymarket, London SW1Y 4RB. The 1976/77 School and Youth inclusive tours booklet lists 43 firms who arrange trips to Belgium, some with facilities for custom-built programmes. A few examples, by rail, sea and coach (all from and to London): Brédene (near Ostend): eight days with excursions, £50 a head (Bus School Travel, Ltd.). Brussels and the Ardennes: six days, from £46 (Centours). Bruges: eight days, from £39.75 (Scholatravel). Bouillon (South Ardennes): five days including hovercraft crossing, £34.55 (School Travel Service). Belgian coast: choice of four resorts, hovercraft, football match against local school, two days, £16.70 (Young Travellers and Junior Journeys).

parties to Greece and Crete, and also led a group of 15-year-olds—none of whom had previous camping experience—across the Alps on a route believed to have been taken by Hannibal. . . . Neither home, there are mountain-walking and an annual adventure course for 13-year-olds at Poole.

Of course the test of what a school provides comes after the boys have left. Eltham encourages adventurousness in its old boys. Not long ago four of these explored the Persian Royal Road. We all know that all roads lead to Rome. A great many roads, it now seems, lead—in all directions—from the unassuming but inspiring doors of Eltham College.

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A great deal of preparation and planning is involved in establishing the contacts between schools or groups of schools which eventually culminate in a visit. Basic costs are approximately £200 per head which covers all travel, sightseeing, insurance etc. (teacher travels free with every 10 pupils).

If you would like to take the initial step of obtaining the full details, write to the Central Bureau for Educational Visits and Exchanges, UK-US School Exchange Scheme, 43 Dorset Street, London W1P 3BN (Tel: 01-462 5701) or a Bruntsfield Crescent, Edinburgh EH10 4TD (Tel: 01-447 8024).

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O'ER A' THE ILLS O' LIFE VICTORIOUS

Neil Munro takes the Scottish Tourist Board's Burns heritage trail

It Robert Burns, Scotland's national and internationally recognised poet, had planned his life to a fine detail, it is unlikely that he would have been able to attain the ease with which you can now visit the countryside in West Central and South West Scotland associated with him. Newcastle and Glasgow Airports, dealing with international and domestic flights respectively, are close to Burns country. Stranraer provides the Irish link and there are trains from Glasgow to Ayr, near where the poet was born, and to Dumfries where he spent his declining years and died on July 21, 1796, at the age of 37.

For those travelling by coach or car from England, Dumfries is accessible via the M6 to the border and thence via the A75. The A76 then takes you to the heart of Burns country towards Ayr.

Burns also arranged things to the satisfaction of the Scottish Tourist Board who have divided his life into three stages which, they say, fit neatly into a heritage trail. At Alloway, where Burns was born and the ruined kirk was the setting for *Tam o' Shanter*, work is nearing completion on the first of three "interpretation" or "reception" centres, as the STB describes them, or "Land o' Burns" as the architect, Mungulian Frank Perry, prefers to call them. These places are intended to indicate to visitors the surrounding areas of interest associated with Burns, using tapes and slides as illustrations.

The centre at Alloway covers Burns' life from his birth to 1777. The main places of interest there are the newly preserved (a bit excessively so) cottage where he was born and the adjacent museum which contains a good deal of

Burns' work in his own handwriting and includes the first, the *Kilmarlock*, edition of his work published in 1786 which made a profit of £20 for him. More than 100,000 people visit the cottage and museum every year.

Nearby is "Alloway's and haunted kirk" where Tam o' Shanter saw the "merry night" of the witches' dance and from which he fled across the *Brigs o' Men*, also still to be seen. John Buchan regarded this tale in verse as the best since Chaucer. In the graveyard beside the church is the resting place of Burns' stubborn and severe father about whom the poet, nevertheless, penned the elegant epitaph on the tombstone that "even his failings leaned to virtue's side" the pinched that from Oliver Goldsmith.

The second "Land o' Burns" will centre on the town of Mauchline, 11 miles from Ayr. This is the birthplace of Burns' wife, Jean Armour, who had already borne him twins and was expecting another child when they "began housekeeping together"—the charming phrase framed on the bedroom wall of their house in Mauchline. Here, too, Burns was intimately associated with the four main influences on his work—women, farming, alehouses and the kirk. It was his most creative period.

The farm of Mossgiel in Mauchline is where he came across the muse and the daisy when he was ploughing, causing him to reflect on how "Man's dominion has broken nature's social union". You can still have a drink in Poosie Nannie's tavern where Burns saw the revels which he described in *The Jolly Beggars* (it contains a fine range of whiskeys).

The church in Mauchline provided the inspiration for his great satires on the organized hypocrisy of the religion of his day. William Fisher,

immortalized as "Holy Willie" of the prayer, was an elder of this church. At nearby Tarbolton he founded a *Richelieu's Club* with some friends in 1789 and it was probably the first rural debating society in Scotland. The house is now owned by the National Trust for Scotland.

Dumfries, where the Scottish Tourist Board plan to build the third focal point, is probably the most interesting part of Burns country, not least because the poet died there of heart disease and is buried in St Michael's churchyard in a vault over which stands a mausoleum erected to his memory.

About six miles north of Dumfries is Ellenduff Farm where Burns had his final, and unsuccessful, shot at farming attempting to introduce to it the new agricultural methods of enclosed, properly drained land. He was forced to give up his tenure in 1791 and from then until his death he devoted himself full-time to his other job as an exciseman, for which he was paid £50 a year.

He moved to Dumfries itself and the house in which he lived with his wife is open to the public and is probably the most atmospheric of the Burns memorabilia. Most of the furniture dates from the period, there are letters and songs in his own handwriting and there is a little window on which is scratched his signature. In Dumfries, too, is the place which Burns described as his "favourite haunt" (or drinking den) the *Globe Inn*. It serves the same purpose still. Burns was such a regular customer there that he was given a special chair which is in the inn today.

A recent press visit to Burns country illustrated Burns' international appeal. The current president of one of the Burns clubs in Dumfries is Mr Richard Wisnack, who was born in Germany, spent



At Souter Johnnie's cottage.

some time as an unwilling guest of the British Government during the Second World War and eventually married a Scot. It was the expressions of humanity and international brotherhood in Burns' work which first fired him.

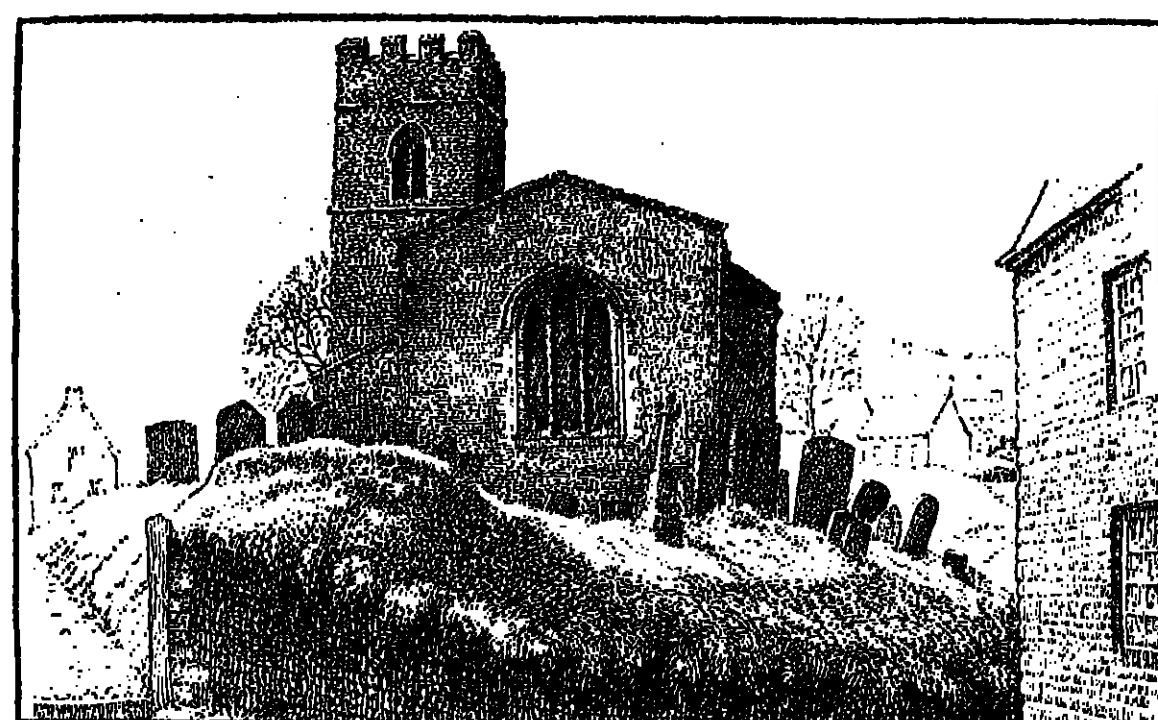
This aspect also explains the extraordinary popularity of the poet's work in the Soviet Union where Burns' extolling of the common man fits the ideology. But, by all accounts, his work translates well into Russian on the purely literary level. Not all of Burns is allowed to be published in the Soviet Union. His pessimistic poem, "Man Was Made to Mourn" ("Man's inhumanity to Man makes countless thousands mourn") never appeared because the Russians believe Man was not.

None the less the sort of Burns

enthusiasts to Moscow in January to celebrate the poet's birth is now an annual event. And it was the Russians, not the British, who issued the first official commemorative stamp in honour of Burns in 1959, the 200th anniversary of his birth. Leeds is to be the venue for the annual conference of the Burns Federation this month.

The Scottish Tourist Board are keen to see Burns, among others, making maximum use of their Burns "heritage trail". Not only will the three centres, when completed, introduce people to a towering figure of Scottish literature, but the tour from Ayr to Dumfries will also introduce them to the south west of Scotland. Information is obtainable from the board at 23 Ravelston Terrace, Edinburgh.

RURAL HERITAGE By Mona Fox



The small homely church of St Anne at Epwell from "North Oxfordshire Churches" reviewed above.

Mid-Oxfordshire Churches. By John Brookes.

North Oxfordshire Churches. By John Brookes.

BCA Publications, Akrom House, Wellington Street, Thame, Oxfordshire, 75p and £1.80 respectively.

John Brookes had an unwavering conviction that each individual has talents, and he was a teacher whose perception, enthusiasm and encouragement are remembered with gratitude by all who knew him. As headmaster of the School of Art in

Oxford, and later principal of the Oxford College of Technology, Art and Commerce, he fostered the revival of printing education, architecture and other faculties long dormant in that city.

When he retired he took to drawing the things for which he had a real love and found them in the Chilterns, on the edge of Cotswold country, in the valleys of the Windrush and the Thames, and on the Chertwell uplands. His two well designed little books cover as wide a field as possible within the county boundary, omitting the well-known guide book selections. We are apt to forget how many

of our churches have survived periods of neglect, of sudden change, of religious and political controversy over a span of 800 years, and that they have to be experienced within the context of the land from which they grew. Quizzes of jewelry, silver, stone, rich brown ironstone, golden marble streaked with greenish-grey have, for generations, supplied local masons and builders. We need only to enter a church to be reminded of the wealth of timber that once was ours, due to the forethought of those who never took what grew upon the earth without replacing it.

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POINTS OF DEPARTURE

A selection of guide books reviewed by Gillian Thomas

South East England, East Anglia and The West Midlands are the first three titles in a series designed to introduce young people of 11 and over to particular regions of Britain. They cover such topics as the landscape, villages and towns, earning a living, transport, characters of the past, holidays and trips, outdoor activities—and, most important of all, how to find out more about the region.

Their approach is characterized by John Burke, author of the South East book, in his explanation of how he became interested in his birthplace, Rye: "I wanted to know what forces had made the town look the way it did: the sea, then its withdrawal, storms, and smuggling; political and religious conflict; the work of shipbuilders and merchants and craftsmen. Once you start, there is no end to it."

The reader is guided to historical material of every kind. Houses and

hedgerows, castles and canals, signposts and saints are among the themes suggested for expeditions in the West Midlands. Some of the pointers are very specific, like the plaque on the post office at Kidderminster commemorating Sir Rowland Hill, the local MP who started the penny post. Others are much broader, like the explanation of why bridge arches changed gradually from being narrow and bulky to being long and graceful. This introduces the varied usages of the rivers they crossed and is typical of how the books lead neatly from one subject to another.

Other subjects in the books range from the development (and subsequent decline) of the railways to why and how timber-framed houses were built, from the dramatic history of England's border with Wales.

The books are illustrated with well-chosen photographs, though one

every six or so pages is not generous in view of the subject matter and the size of the intended readership. And the printing is rather dark, giving the impression that a torrential downpour is always imminent. For books designed to get people out into the countryside, this is—say the least—unfortunate.

Discovering Britain: The West Midlands by Michael Moulden, Faber, £2.95, 0 571 10281 6. *Discovering Britain: South East* by John Burke, Faber, £2.50, 0 571 0456 8. *Discovering Britain: East Anglia* by Paul Pritchard, Faber, £2.95, 0 571 10344 8. *A Guide to Forest Holidays in Great Britain and Ireland* by Warwick Deal, David & Charles, £2.95, 0 7153 7180 0. *Wish You Were Here* by Elisabeth Russell Taylor, Wildwood House, £3.95 hardback, £1.95 paperback; 0 7045 0225 9 hardback; 0 7045 0215 5 paperback.

The fitness section ranges as wide as folk-dancing, golf and sailing to the less likely subjects (details of courses and summer schools) and nudism (with addresses of "bona-fide sun clubs"). Under self-catering, my eye was caught by the title, *Live Like a Lord*, about stays in castles and stately homes. However, my interest dwindled very rapidly when the author described

of the equipment needed, together with addresses for further information and accommodation. There is also praise for the umbrella, a useful all-purpose instrument to take into a forest to protect against the rain or drips, to test the firmness of the ground, to hook wild fruit and to prod for adders.

In contrast, *Wish You Were Here* manages to pack in more than 200 ideas for interesting holidays. Their wide range is illustrated by the eight sections in which they are grouped: arts and crafts, collecting, town and country, fitness, excitement, self-catering, work and study. Fathers and mothers may find their reaction is to say what delights the last one offers. The answer: health farms, fashion and grooming, gastronomy, pub-crawling, deer stalking and shooting, and vineyards.

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them, with the commendable frankness that makes the book so entertaining, as not only expensive but best suited to Cubans, East Germans, snobs and writers of farce.

The theme of the book is that inflation is going to force more and more people to look within themselves for change and challenge on holidays. Perhaps it overstates things when it says: "Hotels not finished on the Costa Delus and the Costa Delus are not finished on the Costa Delus" and beyond them is a backcloth of mauve-coloured mountains. Spaniards conquered the Indian inhabitants and built Santa Fe, the capital 10 years before the Pilgrims landed on the other side of the American continent. New Mexico is still the home state of Indians and Spanish-speaking people as well as of the "Anglos", as the newer, English-speaking residents are called.

We went to New Mexico in search of the Indian way of life. While the rest of the world has squandered its resources, the Indians have been conservationists, which is why so much of New Mexico is unspoiled. They have lived simply, consciously striving to do nothing to disturb the balance of nature. They hunted, fished, used wood and water sufficient only for modest needs.

Nonadmic Indians, in particular, tried to merge into the landscape and to travel through the country without changing it or leaving any impression upon it. Each morning they obliterated every trace of fire or other evidence of temporary overnight occupation. At one time pueblos refused to have glass windows in their dwellings, as they considered them to be both ugly and unnatural.

Pueblo is a Spanish word meaning village or community and Pueblo Indians are settlers, unlike the nomadic Navajos. The old pueblos were large, rectangular buildings made of adobe, a mixture of puddled mud, stones and straw. The buildings were multi-storied, recessed and flat-roofed, with ladders serving as staircases between the different levels.

The pueblo of San Geronimo de Taos, 7,000 feet above sea level, is one of the best remaining. Lived-in examples of the old pueblos. Two large communal houses, four- and five-storied high, are set on opposite sides of Taos Creek, a shallow clear river which flows through the centre and is spanned by a rough

INDIAN STYLE

Elisabeth Inglis on New Mexico and its people

New Mexico is known in the United States as the land of enchantment. The country is a vast landscape of conical, sand-coloured hills dotted with green sagebrush and juniper. In the distance are rugged, reddish, flat-topped hills called "mesas" and beyond them is a backcloth of mauve-coloured mountains. Spaniards conquered the Indian inhabitants and built Santa Fe, the capital 10 years before the Pilgrims landed on the other side of the American continent. New Mexico is still the home state of Indians and Spanish-speaking people as well as of the "Anglos", as the newer, English-speaking residents are called.

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hewn log bridge. Over 1,000 people live in the big apartment complexes while others live in single-story adobe houses. Baking is still done in the outdoor, pebble-shaped ovens. Mount Wheeler, 13,151 feet high and the highest mountain in the state, rises behind the pueblo.

We wandered round the village on a hot, September day. There was little commercialization. This was not a showplace but a community in which people were entitled to privacy. Men and women were repairing one of the apartment blocks. Small children, mongrel dogs and elderly folk were the only other visible occupants. The rest were at work, possibly making the deerskin moccasins, pottery, basketwork and jewelry for which they are famous.

From Taos we drove to Santa Fe, through Truchas, Chimayo and Pojave, where the houses were of a later style with large, glass windows. Strings of red peppers hung from the doors, there were piles of firewood in each yard and small orchards with heavy crops of apples and plums. Adobe bricks replaced puddled adobe after the Spanish conquest and are still one of the cheapest materials for building in New Mexico. They are made of red Kalachi clay mixed with water and straw, then poured into moulds to dry into bricks of approximately 12 x 8 x 4 inches.

In Santa Fe we visited the Palace of the Governors, which dates from 1610 and is the oldest public building in the United States. It now houses a museum of Indian art and culture preserving the Indian way of life. One female figure wore a bell on the right arm. The caption explained that this was the mother-in-law's bell. In Navajo Indian tradition a husband must never look at or speak to his wife's mother as this would bring bad luck to both. The tinkle of her bell warns him of her presence.

Under the portico outside the palace we admired the turquoise and silver brooches, rings and necklaces which Indian craftsmen spread out for sale. We bought delicately made seed necklaces from Anita, a charming Indian lady from Cochiti. She invited us to visit

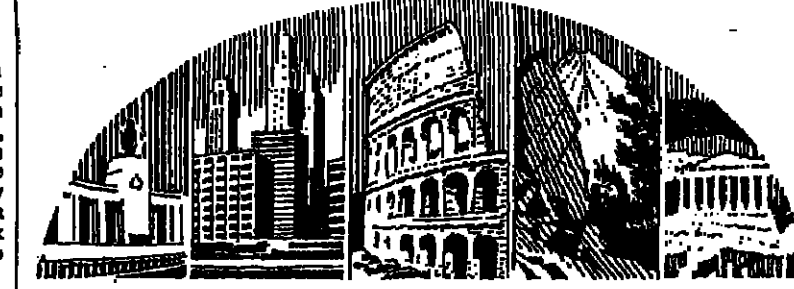
her village, 30 miles south of Santa Fe on the banks of the Rio Grande and noted for its artists, craftsmen and potters. Fine Indian pottery, paintings, of jewelry and woven goods were on sale in innumerable shops and art galleries in the city and selling well. They were of a high standard and outshine the work of Anglo and Spanish artists also on sale.

It was a relief to see the Indians, who now comprise one-tenth of New Mexico's population, looking well-fed, prosperous and happy. For many years I had felt vicarious guilt at the way this indigenous people of the south-west corner of the United States had been treated. Even as far back as Cowboy and Injun days I had been on the side of the Redskins, though I dared not admit it then. Now here they were, brilliant with turquoise-studded earrings, brooches, rings and belts which looked so gloriously right on them but merely picturesque on similarly decked "Anglos".

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Continued from page 24

(in the Tale) of the resurrection of his friends from their graves in Cookham churchyard.

The skyline-dominating mosques are architecturally majestic, but the splendour of Topkapı Palace is the most intriguing monument to the long line of Ottoman sultans. Topkapı Palace holds a profusion of treasure: gold vessels, jewelled weapons, golden thrones, precious silks, ornate calligraphy from the Koran, and gilded costumes.

The famous Topkapı dagger with its huge emeralds set in gold, the china boxes studded with jewels, and the pearl-encrusted thrones are applied art, but the holy city of Byzantium.

French king might send ten girls. And sometimes he chose them. A Sunday morning concert of entertaining and lively music in the National Theatre attracts a small but lively young Turkish audience. The music mixes Byzantium with Islam: the strumming of lutes, counters the imam-like chant of the choir mourning the melancholy loss of love and beauty.

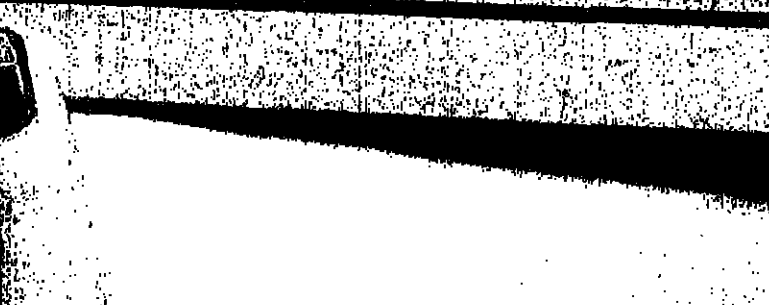
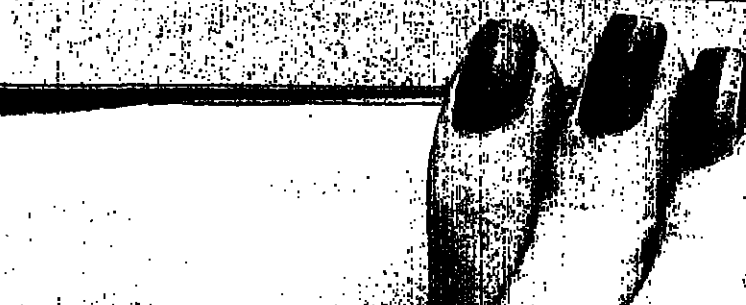
Their performance is professional and the experience moving. Most of our fellow tourists are persuaded, however, to fork out £8 to a courier who takes them to watch some French women perform "Turkish belly-dancing" at a Western-style nightclub.

Atatürk's attempts at economic reform in Turkey appear, at least in Istanbul, to have failed. The streets in a old quarter are littered with rubbish and are unhealthy. Ancient wooden hovels house miserable-looking people. In the areas frequented by tourists some of the better-off indigenes are keen to cheat visitors by withholding change or overcharging.

A poor Turk with a tambourine and a well-trained dancing bear, entertaining a busload of English tourists outside our hotel. Many of them laugh with pleasure and photograph his bear. He holds out a glass of beer for some well-deserved contributions, but gets no response. As the bus drives off towards the airport he stares after it, bewildered.

A sickly pig asks us to take two backgammon boards to England for him: he claims that in England he will make one hundred per cent profit on what he pays for them in the Bazaar. He offers us a cut, a bonus of a gold bracelet. "Tell the Customs you play backgammon." We decline, and wonder how many package tourists have carried drug-laden backgammon boards back to London for him.

A poor Turk with a tambourine and a well-trained dancing bear, entertaining a busload of English tourists outside our hotel. Many of them laugh with pleasure and photograph his bear. He holds out a glass of beer for some well-deserved contributions, but gets no response. As the bus drives off towards the airport he stares after it, bewildered.



SECONDARY
Commercial Subjects
continued

INFIELD
London through 10
LIVE-ALIVE COMMITTEE
ALVAREZ SCHOOL
Waltham Cross, Middlesex
Group 11
Group 12
Group 13
Group 14
Group 15
Group 16
Group 17
Group 18
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Group 96
Group 97
Group 98
Group 99
Group 100

County of Cleveland

Secondary Schools

All Secondary Schools are mixed Comprehensive Schools.

11-16 SCHOOLS
SCALE 4—MODERN LANGUAGES
LANGBAUGH SCHOOL (Roll 1,244) Ormesby Road, Middlesbrough, Cleveland, TS3 8RD
Required for January 1977, a teacher to be responsible for the MODERN LANGUAGES Department. French is the first foreign language taught.

MODERN LANGUAGES
OUR LADY AND ST. BEDE'S R.C. SCHOOL (Roll 1,038) Bishopthorpe Road West, Stockton, Cleveland TS19 0QH (Tel. Stockton 615401)
Required for January 1977, a teacher to be responsible for MODERN LANGUAGES. The main language is French, with second language preferably German. Up to a Scale 4 post is available for a suitable applicant.

SCALE 3—RELIGIOUS EDUCATION
SACRED HEART R.C. SCHOOL (Roll 807) Derwent Road, Redcar, Cleveland TS10 1BT (Tel. Redcar 73221)
Required for January 1977, a teacher to be responsible for RELIGIOUS EDUCATION. Candidates must be practising Catholics with care and concern for the knowledge and practice of the Faith. (Forms of application are obtainable from and returnable to The Reverend D. Clush, Sacred Heart Presbytery, Lobster Road, Redcar, Cleveland.)

11-16 SCHOOLS
SCALE 2—ENGLISH
HENRY SMITH SCHOOL (Roll 1,381) King Oswy Drive, Hartlepool, Cleveland (Tel. Hartlepool 6778)
Required for January 1977, a teacher for ENGLISH.

SIXTH FORM COLLEGE
SCALE 2—PHYSICS/ENGINEERING SCIENCE
SOUTH PARK SIXTH FORM COLLEGE (Roll 358) South Park Avenue, Normanby, Middlesbrough, Cleveland, TS8 0NT (Tel. Eston Grange 88338)
Required for January 1977, a teacher for PHYSICS and ENGINEERING SCIENCE, with a special responsibility for the latter subject.

Further details of the above posts are available from the Head Teachers/Principals, at the addresses shown above.
Financial assistance with household removal expenses is available in approved cases. Applications may be made by letter or on application forms obtainable from the Head Teachers/Principals, at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees. Letters of application and/or completed application forms should be submitted direct to the Head Teachers/Principals within 14 days of the appearance of this advertisement unless otherwise stated.

Educational Appointments

MEN OR WOMEN REQUIRED FOR THE FOLLOWING POSTS

KIRK BALK SCHOOL
Hayfield, Barnsley (11-18 Comprehensive).
Headteacher R. Hilton, B.A.
Required from January.

TEACHER (SCALE 4)
for the Head in English Department.
Candidates should have experience in teaching the full ability range and have proven success in preparing candidates for public examinations, including 'A' level. It is also hoped that the person appointed will be sympathetic towards curriculum developments and regard the English Department as an important serving agent for the School and a vital contributor to outside activities. A reasonable but firm disciplinarian is required.

TEACHER (SCALE 2)
to be responsible for Metal Work and able to assist with Technical Drawing.
Applications from students or others seeking appointment will be considered on the Scale 1 temporary basis.

For the above posts, apply by letter to the Headteacher giving full curriculum vitae and two referees as soon as possible (e.s.e. please).

BARNESLEY
Metropolitan Borough

STUDIES within the Commerce
Department
The above posts are available from the Head Teachers/Principals, at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees. Letters of application and/or completed application forms should be submitted direct to the Head Teachers/Principals within 14 days of the appearance of this advertisement unless otherwise stated.

Domestic Subjects

Other Posts on Scale 2 and above

DUDDLEY
METROPOLITAN BOROUGH
THE HIGH AICAL SCHOOL
112-114, High Street, Birmingham B2 4JH
Required for January 1977, a teacher to be responsible for the MODERN LANGUAGES Department. French is the first foreign language taught.

KNOWSLEY
METROPOLITAN BOROUGH
THE HAZEL HILL SCHOOL
112-114, High Street, Birmingham B2 4JH
Required for January 1977, a teacher to be responsible for the MODERN LANGUAGES Department. French is the first foreign language taught.

SCALE 1 POSTS
KNOWSLEY
METROPOLITAN BOROUGH
THE HAZEL HILL SCHOOL
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CHANNEL ISLANDS, VICTORIA COLLEGE, JERSEY
GRADUATE
REQUIRED FOR AUTUMN TERM 1976, OR SPRING TERM 1977, to teach
GEOGRAPHY and HISTORY
to 'O' level.
If suitable, the person appointed will be in charge of all Geography teaching to 'O' level.
Salary—Burnham Scale 2
Further details from the Headmaster.
Telephone Jersey 37591.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT
SECONDARY SCHOOLS

Required as soon as possible.
Dunford High (11-14)
Factory Street, Middleton M24 3TS
Tel: 061-643 3945

Humanities
Scale 1. Suitably qualified and experienced teacher to take charge of small groups of slow learning children in the Humanities Department (subjects, History, Geography and English).
Buthfield High (11-18)
Buthfield Road, Darnhall, Heywood
Tel: Heywood 60468
Part-time teacher of

Mathematics
Scale 1, for five half days per week.
For both posts, please apply by letter immediately to the Head of the School, giving details of age, qualifications and experience together with the names and addresses of two referees.

Metropolitan Borough of Rochdale

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
112-114, High Street, Birmingham B2 4JH
Required for January 1977, a teacher to be responsible for the MODERN LANGUAGES Department. French is the first foreign language taught.

English

Heads of Department

NEWHAM
METROPOLITAN BOROUGH
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Geography

Other Posts on Scale 2 and above

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BERKSHIRE
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Scale 1 Posts

NORTHAMPTONSHIRE
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Scale 1 Posts

PARKING
METROPOLITAN BOROUGH
THE HAZEL HILL SCHOOL
112-114, High Street, Birmingham B2 4JH
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PARKING
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LONDON, S.E.16
BACON'S SCHOOL
112-114, High Street, Birmingham B2 4JH
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Further Education

Strode College, Stroud
Strode College is a new Tertiary College providing comprehensive educational facilities in mid-Somerset, including V.C.E. 'A' level work in the area and a substantial volume of Adult Education.

Heads of Department

WILTSHIRE
EDUCATION COMMITTEE
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112-114, High Street, Birmingham B2 4JH
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Salary—Burnham Scale 2
Further details from the Headmaster.
Telephone Jersey 37591.

Software Lecturer

A vacancy exists for a Software Lecturer in the Training Group. The job involves devising and presenting various programming courses to Ferranti customers and internal staff. Involvement in the development of new courses and student project work using the group's own computing system. A genuine interest in imparting knowledge and a forward looking attitude to training methods is required. Training in instructional methods will be given to the successful applicant. Candidates should be qualified to HNC or Degree level or have programming experience using FIXPAC 3 and/or CORAL 66.

If you are interested please telephone Lynne Webb on Bracknell 3232 ext. 471 (Recruitment Office), or write quoting ref. no. D/623/ TES with a brief resume of experience etc. to: Personnel Officer, Ferranti Limited, Western Road, Bracknell, Berkshire.

FERRANTI
first in applied technology

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Lecturer

Grade 1 Posts

Alredale and Wharfedale College of Further Education
Calverley Lane, Harrogate, Leeds LS18 4RQ
Telephone: Leeds 681723
Principal: Mr. H. Johnson, B.Eng., C.Eng., M.I.Mech.E.

Applications are invited for the following posts to commence on 1st January, 1977, or earlier if possible:

BUSINESS AND GENERAL STUDIES DEPARTMENT
LECTURER GRADE I IN BUSINESS STUDIES to teach Economics up to O.N.P. and G.C.E. 'A' level through-out a range of full and part-time courses together with some teaching of general Business Studies subjects. The ability to teach Accounting would be an additional recommendation. Applicants should possess suitable professional and/or teaching qualifications and experience.

ADULT EDUCATION DEPARTMENTS
LECTURER GRADE I IN STUDIO CRAFTS AND DESIGN STUDIES, with particular reference to jewellery making, silversmithing and allied crafts. Duties will include teaching a wide range of courses including vocational and non-vocational groups, C.S.E. Link classes and also the Liberal Studies element of the College's full-time Business and General Studies and Pre-Nursing students' timetables.

LECTURER GRADE I IN POTTERY AND DESIGN STUDIES to commence as soon as possible after 1st September, at this modern college which has a range of Art and Crafts studios. Duties will involve teaching a wide variety of classes including 3-Dimensional Design Studies (2 years part-time), G.C.E. Pottery, Liberal Studies and non-vocational pottery. Applicants should be qualified teachers with experience and/or interest in further education.

SCIENCE DEPARTMENT
LECTURER GRADE I IN SCIENCE to teach Chemistry, General Science and Mathematics up to G.C.E. 'O' level. The ability to assist with the teaching of Biology and/or Human Biology would be advantageous. Applicants must be suitably qualified, experienced graduate teachers. The successful candidate will be expected to teach students on a variety of courses. Salary according to the Burnham F.E. Report, within the range £2,781 to £4,088.

Application forms and further details of these posts may be obtained from the Principal of the College, to whom completed forms should be returned within 14 days of the appearance of this advertisement. There are no advertisements posted and candidates who are not applied will be considered.

BRADFORD COLLEGE

SCHOOL OF BUSINESS AND SOCIAL STUDIES

Applications are invited from suitably qualified and experienced persons for a post of

LECTURER I in SECRETARIAL STUDIES

Duties are to commence as soon as possible, and the successful candidate must be able to teach Shortland, Typewriting and Office Practice, and may be required to specialise in one of these subjects. The salary will be in accordance with the Burnham F.E. (Technical) Scales, Lecturer Grade I, £2,489-£4,377 p.a., plus the Supplement of £312 p.a.

Application forms and further particulars are available from: Staffing Officer, Bradford College, Great Horton Road, Bradford, BD7 1AY, and the completed forms should be returned within 14 days of the appearance of this advertisement.

SHEFFIELD EDUCATION SHIRECLIFFE COLLEGE

Applications are invited for the following posts:-

SENIOR LECTURER—Land Economics, Town Planning and Building Surveying

A Chartered Surveyor to teach Land Economics, Planning, Building Control and Surveying to students on I.S.V.A., I.A.S., Housing Management and T.E.C. Courses.

LECTURER GRADE II—Quantity Surveying

A Surveyor to teach Management and Building Economics to I.O.B., T.E.C./O.N.C. and full-time Diploma Courses. An ability to teach building regulations and control and land surveying would be an advantage.

Applicants for these posts should be well qualified and have had good industrial and teaching experience. Teacher training would be an advantage.

Salary scales: Senior Lecturer: £5,343-£8,287

Lecturer Grade II: £3,591-£5,805

Application forms and further details are available from the Chief Administrative Officer, Shirecliffe College of Further Education, Shirecliffe Road, Sheffield, S5 8XZ, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

Leicestershire

PROFESSIONAL ASSISTANT

(FURTHER EDUCATION)
(£4,689-£5,250 PLUS £312 P.A.)

Applicants invited from suitably qualified men or women graduates with teaching experience. Further details on request tel. Leicester 871313 Ext. 256. Removal expenses in approved cases.

Apply (no forms) with names and addresses of two referees to Director of Education, County Hall, Glenfield, Leicester LE3 8RF. Closing date 20th September.

RICHMOND COLLEGE

HEAD OF DEPARTMENT of Fine Arts and Music

The College wishes to appoint a Head of Department to co-ordinate and develop courses in the History of Art, Studio Art and Music. The appointment, which is open to men and women, will be full-time and for one year. In the first instance, Applicants should be graduates with considerable experience of administration at a senior level. Salary: £4,800.

Application forms and further information may be obtained from the Principal, Richmond College, Priests Hill Road, Richmond, Surrey.

Applications should be returned as soon as possible.

Colleges and Department of Art

LONDON

INNER LONDON EDUCATION AUTHORITY

CENTRAL SCHOOL OF ART

Southampton Row WC1R 4AR

UNIQUE FIELD OF

RESEARCH ASSISTANT

required for one year in connection with the development of a new course in the history of art, which is designed to become a leading feature of the college's curriculum.

The successful candidate will be required to have a good knowledge of the history of art, and to be able to teach at the college level.

Application forms and further particulars are available from: Staffing Officer, Central School of Art, Southampton Row, London WC1R 4AR, and the completed forms should be returned within 14 days of the appearance of this advertisement.

Salary: £3,591-£5,805 p.a.

Closing date: 17 September, 1976.

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Universities

ABERDEEN

THE UNIVERSITY

LECTURERSHIP IN STATISTICS

Applications are invited for a post of Lecturer in Statistics in the Department of Mathematics, University of Aberdeen, to commence on 1st January, 1977. The successful candidate will be required to have a good knowledge of statistics, and to be able to teach at the university level. The salary will be in accordance with the University Scales, Lecturer Grade II, £3,591-£5,805 p.a., plus the Supplement of £312 p.a.

Application forms and further particulars are available from: Staffing Officer, University of Aberdeen, 100 George Street, Aberdeen AB9 8QY, and the completed forms should be returned within 14 days of the appearance of this advertisement.

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SUPERINTENDENT

needed in head team of Residential Social Workers in a short stay Children's Home. This home cares for 10 children; staff working closely with families and social workers in designing and carrying out flexible treatment plans. Staff take responsibility for defined tasks within the home and specific cases. The successful applicant must therefore have a firm understanding of the supportive role.

Starting Salary from £3,963 to £4,702 p.a. inclusive

Internal enquiries to John Crowley on 01-883 4532.

Application forms from: DIRECTOR OF SOCIAL SERVICES, 17 Islington Park Street, London N1 1QJ. Tel. No. 01-359 3535 Ext. 207. Closing date 17th September.



ESSEX HOME, Rainsford Road, Chelmsford
A community school for 84 boys from 13-16 years.

Residential Social Worker

Temporary position for 8 months in the first instance. Accommodation may be available.

Salary scale: £2,807-£3,957 with a qualification bar at £2,362 plus £312 supplement.

Internal enquiries to the Principal (Chelmsford 62437). Application forms from Director of Social Services, Kenal House, 77 Springfield Road, Chelmsford, Essex.



NEWPORT HOUSE, Observation and Assessment Centre, for 14 girls, Great Baddow, nr. Chelmsford

Third-in-Charge (Education)

Salary on Burnham Scale 2 plus allowances totalling £1,443 p.a.

Required to lead a team of teachers, all of whom take part in the educational aspects of assessment, out of class activities, etc.

Application forms from Director of Social Services, Kenal House, 77 Springfield Road, Chelmsford, Essex.



CHAFFORD PARK, is a Residential Community Home with Education on the premises, consisting of 55 boys on long term training/treatment, and 25 boys for Observation and Assessment.

WOODWORK TEACHER and TEACHER

(Temporary—required for the Observation and Assessment Department)

Salary: Burnham Scale 1 plus £1,443 p.a. which includes extensive duty allowance.

In both posts there is an environmental/learning approach to the work and particular emphasis is given to the acquisition of vocational and educational skills. Informal enquiries to the Principal (Ramsey 308).

Application forms from Director of Social Services, Kenal House, 77 Springfield Road, Chelmsford, Essex.

ADULT EDUCATION Appointments continued

LEICESTERSHIRE
KING EDWARD VII UPPER SCHOOL, 200-210, LEICESTER COLLEGE, Leicester
Head of Department of Adult Education, Leicester
Required September or as soon as possible. Head of Department to have overall responsibility for adult and youth work in the college. Further details available.
Applications in the form of a curriculum vitae, with references, to the Principal, Leicester College, Leicester. Successful candidates will be interviewed.
Salary: £4,000 p.a.

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Youth and Community Service

COMMUNITY ARTS WORKER
(VISUAL ARTS)
Is required by Walsall Arts Centre for a three-year contract with responsibility for running the Visual Arts Centre, which includes a gallery, a studio, and a workshop. The successful candidate will be responsible for the development and delivery of visual arts courses and for the supervision of administrative staff. The successful candidate will be required to have a minimum of five years' experience in visual arts, and a degree or equivalent qualification in visual arts, and a minimum of five years' experience in visual arts.

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OVERSEAS DEVELOPMENT

KNOW-HOW vital to developing countries

Secondary Teachers (English) Malaysia

To organise the English Department and introduce up to date TEFL techniques in residential Malay Medium Science Secondary Schools; to act as Heads of English Departments or as Special English Advisers to Head Teachers. Applicants, under 55, must be trained graduates with post-graduate TEFL qualifications and a minimum of 5 years' teaching experience which should include overseas experience. Appointment for 21-27 months.

Salary in range £3,644-£8,236 p.a. which includes an allowance, normally tax-free, in range £2,184-£4,092 p.a. Terminal gratuity 15% of basic salary. Other benefits include free family subsidised accommodation. An annual grant of up to £300 and an interest free car purchase loan of up to £500 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply giving details of age, qualifications and experience to:

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Slag Place, London SW1E 5DH.

HELPING NATIONS HELP THEMSELVES

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Metropolitan Borough of Rochdale

YOUTH SERVICE District Youth Worker

NORTH WEST AREA

Applicants are invited from suitably qualified and experienced persons for the above post, which will be based at the Headly Hill Youth Centre, Heywood. The salary and conditions of service will be in accordance with the N.J.C. 11th Report, Range 3, points 4 to 8 (£4,083-£4,580 per annum).

For further particulars and an application form, please write, enclosing a foolscap stamped addressed envelope to the Chief Education Officer, Education Department, Municipal Offices, Manchester Old Road, Middleton, Manchester, M24 4EA, to whom completed forms should be returned by Monday, 27th September, 1976.

COMMUNITY PROJECT-Gravelly Hill/Erdington Hall Area

This new Urban Programme community project needs the following full-time staff:

(1) Home/School Liaison Teacher: To be based at Erdington Hall J.I. School. Salary: £4,083-£4,580 plus £312 per annum.

(2) Senior Community Worker—J.N.C. 4a: £4,083-£4,580 plus £312 per annum. On the staff of the Principal of the Erdington Institute, to whom he/she will be responsible for the management of the new community centre at 75, Kingsbury Road and for supporting the development of community activities in the neighbourhood.

(3) Community Worker—J.N.C. 3a: £3,426-£3,888 plus £312 per annum. On the staff of the Principal of the Erdington Institute to assist the Senior Community Worker.

Application forms and further details may be obtained from: The Chief Education Officer, City of Birmingham Education Department, Adult Education, Youth and Community Division, Margaret Street, Birmingham, B3 3BU, to whom completed forms should be returned by Monday, 27th September, 1976. Applicants should state clearly in which post they are interested. There is a scheme for assistance with removal expenses.

BIRMINGHAM ROYAL COUNTY OF BERKSHIRE

SENIOR YOUTH AND COMMUNITY WORKER

Slough JNC3 £4,233-£4,710

YOUTH AND COMMUNITY WORKER

Orchard Club, Slough JNC3 £3,888-£4,360

YOUTH AND COMMUNITY WORKER

South Reading Centre JNC3 £3,888-£4,360

YOUTH AND COMMUNITY WORKER

(Deputy Manager) JNC3 £3,738-£4,200

Bulmershe Centre, Woodley, Reading

Applications are invited from suitably qualified Teachers or Youth and Community Workers for the above posts. The centre based workers will have responsibility for the day to day running of the centre and development of work within their local communities, whilst the senior worker post is much less routine. Comprehensive in-service training and personal development provided. Initial lodging allowance and assistance with removal expenses may be given.

Further details and application forms from the Director of Education (T.C.C.), Reading House, 80/82 Kings Road, Reading, RG1 1AA. Closing date October 6.

PROFESSIONAL FOSTER PARENT

£1,875-£2,195 No teaching job! Are you an experienced teacher who would like to work with adolescents? Reading Division is looking for professional Foster Parents to work in their own homes with teenagers on a short term basis. Applications from those living in a 40 mile radius of Reading, from Mrs. G. W. Pegg, Reading Division, 80/82 Kings Road, Reading, RG1 1AA. Closing date September 17.

The British Council

invites applications for the following posts:

Chief Inspector of English (Oman)

Ministry of Education, Oman
Graduate with higher degree in Linguistics or ELT to be responsible under the Omani Head of English for normal inspection duties, in-service training, materials production, on radio and television, advising on examinations and ELT policy. Male applicants, without children.
Salary: £5,001 to £6,817 per annum; no local taxation. Benefits: free accommodation; overseas allowances. Two-year contract, renewable. 76 CE 17

Course Tutor and Materials Designer (Saudi Arabia)

King Faisal University, Dammam
(Communication Skills in English Project)
To teach English Language and to prepare course materials for students in the Faculties of Medicine, Agriculture and Architecture. Candidates, men only, single or unaccompanied (because of accommodation restrictions), must have appropriate qualifications and experience and an interest in ESP.
Salary: £4,797 to £5,817 per annum; no local taxation. Benefits: free furnished accommodation; overseas allowance; special project allowance. One-year contract, probably renewable. 76 AU 110

Lecturer in English (Zaire)

English Language Centre, Kinshasa
For teacher training programme and general ELT and ESP courses. Degree, postgraduate TEFL qualification and at least 5 years' relevant experience, good knowledge of French. Salary: £4,389 to £5,409 per annum. Benefits: overseas and children's allowances; free accommodation. Two-year contract. 76 HO 66

ELT Adviser (Niger)

Ministry of National Education, Niamey
Advising through the Institut National de Developpement, recherches et innovation pedagogique on development of ELT in Niger. A limited amount of university lecturing. Relevant degree and fluent French essential. Postgraduate TEFL qualification, experience of advising on ELT and of Francophone Africa desirable. Salary: £4,389 to £5,409 per annum. Benefits: overseas and children's allowances; free accommodation. Two-year contract in the first instance. 76 HE 20

Lecturer in Biometry (Sri Lanka)

Postgraduate Institute of Agriculture, Peradeniya Campus, University of Sri Lanka
To lecture in elementary statistics and biometry on common-core courses at postgraduate level. Postgraduate degree in Agricultural Statistics/Biometry. Candidates with PhD and experience in teaching or research preferred. Salary: £3,573 to £5,409 per annum. Benefits: overseas and children's allowances; free accommodation; medical and superannuation schemes. Two-year contract, renewable. 76 UU 117

Senior Teacher of English (Bahrain)

Manama Boys' Secondary School (Commercial Section)
Candidates, men only, should be graduates or qualified teachers with TEFL experience and some experience of language laboratories. Some experience in teaching Commercial English desirable. Salary: £3,798 to £4,680 per annum; no local taxation. Benefits: free furnished accommodation; overseas and children's allowances. Two-year contract, renewable. 76 AS 40

School Teachers (Turkey)

Darussafaka Lisesi, Istanbul
Independent English-medium secondary boarding school for approximately 620 pupils in the age range 11 to 19 (includes junior classes).
(a) Four Teachers of English for 11 to 15 year olds.
(b) One General Science Teacher for 13 to 15 year olds.
For posts (a): trained teachers with degree or teaching certificate in English or with English as main subject plus relevant experience.
For post (b): trained teacher with degree or teaching certificate in one or more Science subjects plus relevant experience.
For all posts men are preferred.
Salary: non-graduates, £2,328 to £3,876 per annum net approximately; graduates, £2,748 to £4,188 per annum net approximately.
Benefits: free accommodation in school or rent allowance; medical scheme. Two-year contract, renewable. 76 SS 121-125

Head of Department for Technical Studies (Oman)

Royal Guard Regiment Boys' School, Seeb
Candidates, men only, should have a teaching qualification or Diploma of Education and at least 5 years' relevant experience. Married men are eligible but only without children.
Salary: £6,840 per annum, tax free.
Benefits: free furnished accommodation; free car, petrol and maintenance; annual passage-paid home leave; terminal gratuity. Two-year contract, renewable. 76 AS 110

Head of Science (Peru)

San Silvestre School, Lima
General management of the Department. Teaching Nuffield Biology to 'O' level and Nuffield Combined Science to

AUSTRALIA CATHOLIC EDUCATION COMMISSION OF VICTORIA

The Catholic Secondary Schools of Victoria seek a small number of teachers for service in Secondary Schools to take up employment in February, 1977. Free air travel to Melbourne, Victoria for the teachers will be provided in return for the teachers' agreement to contract to teach until December, 1978. Salaries offered are in the range \$A8,000 (\$5,500 approximately) to \$A13,000 (\$9,000 approximately). According to qualifications and experience. Qualifications: Teachers will require a degree together with a post graduate certificate in Teacher Education or its equivalent. Teachers will need to be Catholic, prepared to participate in the Religious Education Programme of the schools and preferably with specialist qualifications in religious education. Interested teachers should write in the first instance to the Migration Officer (Department G.E.C.), Office of the Agent General for Victoria, Victoria House, Melbourne Place, Strand, London, WC2B 4LG enclosing their curriculum vitae. Enquiries should be received before 17th September, 1976.

YOUTH AND COMMUNITY OFFICER

To join the South-East Surrey Area Youth and Community Service Team. This team, established two years ago, covers the pleasant suburban and rural areas of Reigate, Banstead, Horley and Tandridge. The person appointed will be based initially at Caterham and working mainly with youth and community groups in the Tandridge District. An opportunity exists to co-ordinate an aspect of the work over the whole area, e.g., ROSA work, Duke of Edinburgh Award Scheme, Council of Youth Work, etc.

Applicants should be qualified and experienced youth and community workers, social workers or teachers.

Southern, points 10-14, £4,419-28,007 inclusive. Relocation assistance in approved cases. For further details contact Mr. J. R. Smith, Area Youth and Community Officer, Redhill 6644, Ext. 21. Application form from South East Area Education Officer, 123 Blackborough Road, Reigate, RH2 7DD. Closing date: 20th September.



WILTSHIRE COUNTY COUNCIL EDUCATION WELFARE OFFICER

Salary: £2,529-£3,386 p.a. plus supplement of £312 p.a.

based in the Devizes area.

Salary according to qualifications and experience with Bar at £3,000 for unqualified officers.

Disturbance removal allowance up to £500 and lodging allowance up to £10 per week for six months, subject to certain conditions.

Essential car user allowance.

Full Job Description and Application forms from Mrs. S. D. Williams, Education Department, County Hall, Trowbridge, BA14 4JE, returnable by 17th September, quoting reference NA.78.339.

LONDON BOROUGH OF BARNET SOCIAL SERVICES DIRECTORATE

Domestic Bursar Maynard House Assessment Centre

GRADE NJCS Salary £2,775 to £3,366 per annum, plus £312 per annum Supplementary Allowance. If non-resident, £285 per annum London Weighting. If resident, deduction for Board and Lodging, £411 per annum. The Bursar will be a qualified administrator, preferably with experience in Local Government, able to work best under pressure in ensuring smooth running, including management of domestic and catering staff, supplies and accounts.

The Centre, which is situated at Dollis Valley Estate, Barnet, provides day and residential care for up to 20 children, mostly of school age, with high staff ratio including teachers, psychologists, and social workers. Objective to reduce risk of loss or parental care and to help for those who have, for the time being, to be away from their families.

Interview with social workers and the community in disciplinary assessment and intermediate treatment. Self-contained, single bedded if desired, subject to availability. Informal enquiries to Mrs. Madge Robins, telephone 01-319 9121, Ext. 123.

Application forms (quoting reference 600) from Director of Social Services, Dollis Valley, Dollis Park, Finchley N3 1BB, telephone 01-549-5121, Ext. 277. Closing date: 18th September, 1976.

YOUTH AND COMMUNITY SERVICE continued

GREENWICH COMMUNITY CENTRE WALLS

A resident YOUTH and Community Officer is required for the Wall's Community Centre. This is an exciting and varied post involving a wide range of activities. The Officer will be responsible for the administration of the Centre, and will also be responsible for the development of the Centre's activities. The Officer will be required to work with young people and to provide a range of services to the community. The Officer will be required to work with young people and to provide a range of services to the community. The Officer will be required to work with young people and to provide a range of services to the community.

Interested teachers should write in the first instance to the Migration Officer (Department G.E.C.), Office of the Agent General for Victoria, Victoria House, Melbourne Place, Strand, London, WC2B 4LG enclosing their curriculum vitae. Enquiries should be received before 17th September, 1976.

LINCOLNSHIRE

Applications are invited from qualified teachers with some years experience for the post of Youth Tutor at Cherry Whimham Community School, near Gainsborough. The Youth Tutor will be responsible for the supervision and guidance of young people in the school. The Youth Tutor will be required to work with young people and to provide a range of services to the community. The Youth Tutor will be required to work with young people and to provide a range of services to the community.

LONDON

INNER LONDON EDUCATION AUTHORITY

FLEET COMMUNITY EDUCATION CENTRE

Required as soon as possible a full-time ASSISTANT EDUCATION OFFICER for the Fleet Community Education Centre. The Officer will be responsible for the supervision and guidance of young people in the school. The Officer will be required to work with young people and to provide a range of services to the community. The Officer will be required to work with young people and to provide a range of services to the community.

TEACH IN CANADA

Division in Manitoba, Canada. Education Teacher for Grades 1-6. The Teacher will be responsible for the supervision and guidance of young people in the school. The Teacher will be required to work with young people and to provide a range of services to the community. The Teacher will be required to work with young people and to provide a range of services to the community.

OVERSEAS

APPOINTMENTS

PRESTON INSTITUTE OF TECHNOLOGY

Plonky Road, Bundoora, 3083, Victoria, AUSTRALIA.

LECTURERS

IN SCHOOL OF PHYSICAL EDUCATION

Reference: NA.78.339

Applications are invited for positions on the staff of the School of Physical Education which offers a three year Bachelor of Applied Science degree with the study being in the areas of Human Movement and Physical Education.

Applicants should be prepared to work in all aspects of the programme, namely the theoretical, practical and laboratory work. The Officer will be required to work with young people and to provide a range of services to the community. The Officer will be required to work with young people and to provide a range of services to the community.

All applications will be considered on the basis of suitability to the total staffing requirements of the School, therefore no specific subject area will be regarded as being preferred. However, all of the "normal" subjects are offered within the "core" or "elective" components of the programme.

1. Level of appointment: General Conditions: qualifications and experience. 2. Salary: £411-£417-427 p.a. 3. Qualifications: (i) BSc degree in Physical Education or associated field in the United Kingdom. (ii) Post-graduate qualifications are required for work in theory level preferred. (iii) Teaching experience is required with experience of tertiary level preferred. (iv) Travel & Removal Expenses: 1-January, 1977 (to be negotiated). 5. Salary: £411-£417-427 p.a. 6. Salary: £411-£417-427 p.a. 7. Salary: £411-£417-427 p.a. 8. Salary: £411-£417-427 p.a. 9. Salary: £411-£417-427 p.a. 10. Salary: £411-£417-427 p.a. 11. Salary: £411-£417-427 p.a. 12. Salary: £411-£417-427 p.a. 13. Salary: £411-£417-427 p.a. 14. Salary: £411-£417-427 p.a. 15. Salary: £411-£417-427 p.a. 16. Salary: £411-£417-427 p.a. 17. Salary: £411-£417-427 p.a. 18. Salary: £411-£417-427 p.a. 19. Salary: £411-£417-427 p.a. 20. Salary: £411-£417-427 p.a. 21. Salary: £411-£417-427 p.a. 22. Salary: £411-£417-427 p.a. 23. 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